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ABSTRACT

This report on New York State projects aimed at correcting racial imbalance in the public schools deals with the actual distribution of funds, the variety of programs implemented, and a summary of project evaluations presented by the participating districts during the first two years of operation, 1966-1968. Funds were appropriated to assist schools in integration projects as well as in desegregation. Tabular data and discussion of statewide findings are included, along with a detailed evaluation of the Buffalo Public School System's integration program. Comparative data analysis of student achievement before and after one year of integration and a survey of principal, teacher, student, and parent attitudes toward the program were the measuring instruments. Copies of opinion questionnaires are included. [Two tables in this document may not be legible in hard copy due to size of type-face used in original document.] (KG)

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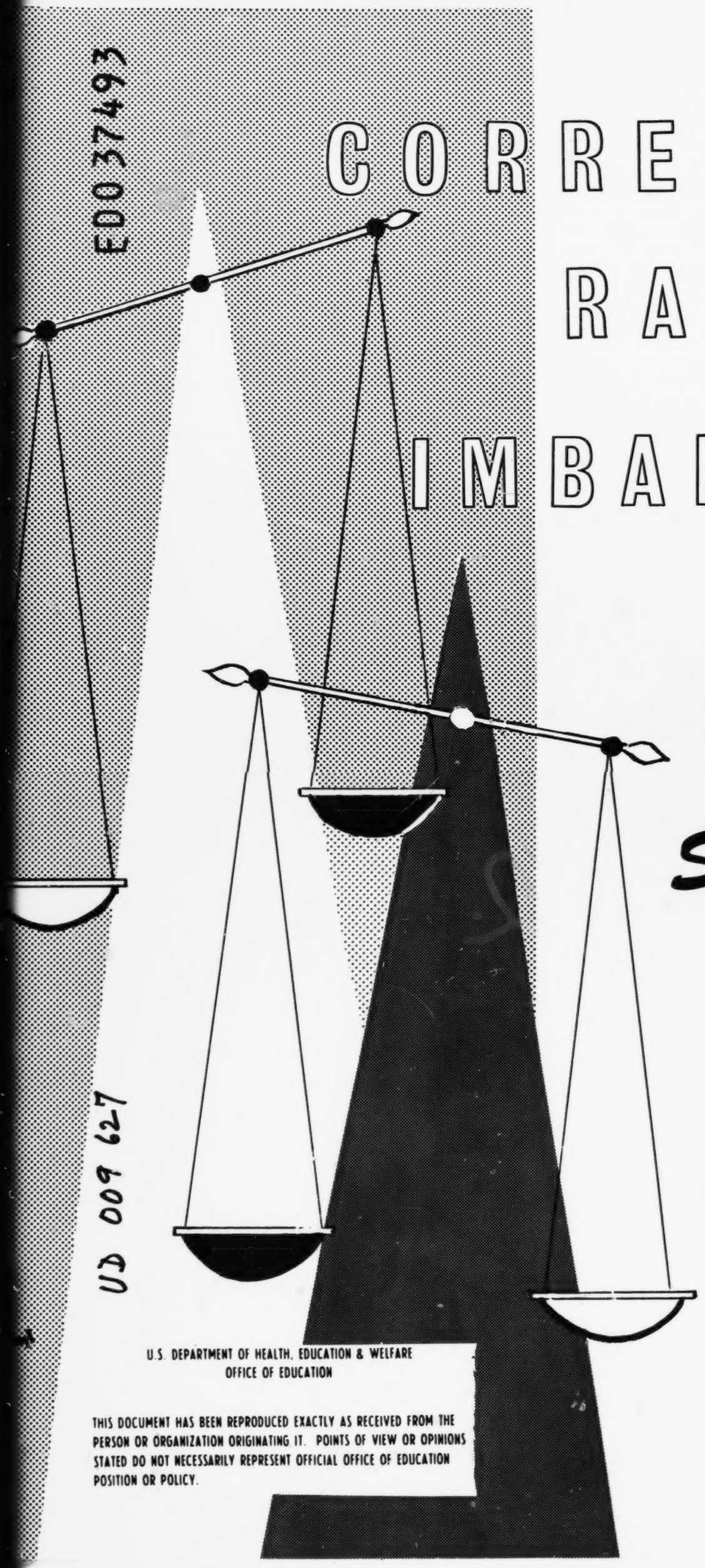
CORRECTING RACIAL IMBALANCE

A Report of State Funded Projects



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NEW YORK STATE

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THE STATE EDUCATION DEPARTMENT
Division of Evaluation
Albany, New York 12224

ED037493

A REPORT ON THE PROJECTS FUNDED UNDER STATE AID FOR CORRECTING RACIAL IMBALANCE 1966-68

Albany, New York
October, 1968

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The State Education Department
Bureau of Department Programs Evaluation

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FOREWORD

A democratic society operates on two basic premises. One is that in a democracy, the rights of the individual, regardless of national origin, racial membership, religious affiliation or economic level, are inviolate and must be protected. The other is that in a democracy individuals and groups work together in harmonious relationships. The former enables one to exercise initiative in striving for the attainment of personal objectives. The latter promotes the contribution of efforts for the common weal. The extent to which these premises are effective, determines the extent to which a society will continue to be identifiable as a democracy.

In a healthy democratic society no cultural group can be alienated from the society. The exclusion of a minority group from the mainstream of school activity can have only adverse effects on the members of that group. Apropos of this truth, in 1960 the Board of Regents in a policy statement, unanimously adopted, declared in part:

> Modern psychological knowledge indicates that schools enrolling students largely of homogeneous ethnic origin may damage the personality of minority group children. Such schools decrease their motivation and thus impair the ability to learn. Public education in such a setting is socially unrealistic, blocks the attainment of the goals of democratic education and is wasteful of manpower and talent, whether this situation occurs by law or by fact....

In the report (Desegregating the Public Schools of New York City, May 12, 1964), the Commissioner's Advisory Committee of Human

Relations and Community Tensions stated:

> Two reasons compel us to do our best to achieve well integrated schools. One is the moral imperative to assure all children true equality of opportunity. The other is the educational necessity to prepare every child to take his place in a world where no race may any longer live alone. The desegregation of the public schools..., therefore, means more than a better education for minority children. It means also a significant addition to the educative power of the schools for all children.

In 1967, based on a nationwide study, the United States Commission on Civil Rights issued a report, Racial Isolation in the Public Schools. The report states in part (p. 193, Vol. 1):

> The central truth which emerges from this report and from all of the Commission's investigations is simply this: Negro children suffer serious harm when their education takes place in public schools which are racially segregated, whatever the source of such segregation may be.
>
> Negro children who attend predominantly Negro schools do not achieve as well as other children, Negro and white. Their aspirations are more restricted than those of other children and they do not have as much confidence that they can influence their own futures. When they become adults, they are less likely to participate in the mainstream of American society, and more likely to fear, dislike, and avoid white Americans. The conclusion drawn by the U.S. Supreme Court about the impact upon children of segregation compelled by law - that it "affects their hearts and minds in ways unlikely ever to be undone" - applies to segregation not compelled by law.
>
> The major source of the harm which racial isolation inflicts upon Negro children is not difficult to discover. It lies in the attitudes which such segregation generates in children and the effect these attitudes have upon motivation to learn and achievement. Negro children believe that their schools are stigmatized and regarded as inferior by the community as a whole. Their belief is shared by their parents and by their teachers. And their belief is founded in fact.

The segregation of any minority group within the society is not only harmful to the members of the group, but can be potentially deleterious to the society at large. Basically, it reflects an underlying unhealthy situation. The 1960 statement of the Regents, recognizing this fact, continues:

> The State of New York has long held the principle that equal educational opportunity for all children, without regard to differences in economic, national, religious, or racial background, is a manifestation of the vitality of our American democratic society and is essential to its continuation.

It is not difficult to understand the reasons for the possible harmful effects to society of segregation of cultural minorities. Such segregation creates inequalities which retard the nurturing of socially needed talents, fails to develop the fullest manpower potential, breeds mutual distrusts and hatreds, and corrodes social interactions.

Finally, on this point, the Regents, in Integration and the Schools, 1968 (position paper number 3, p. 10) states:

> The existence of segregation not only creates individual and group injustice, abhorrent to all who believe in the dignity of man and the equality of opportunity implicit in a democracy, but it also poses a threat to the economic, social, and cultural health of the community, State, and Nation.

Accordingly, supported by the Regents, the Commissioner of Education has striven to induce school districts to eliminate segregation in the schools. As a corrective measure in this State, a policy to establish racial balance has been adopted for the schools to enable students to learn and work together during their school hours, and thereby gain experience in the democratic process.

The Commissioner has also had firm legal buttressing from Section 313 of the State Education Law, from the 1954 Supreme Court decision, and from the 1964 Civil Rights Act. Whereas both the decision and the Act are national in their jurisdiction, the Regents' policy statements specify the State's objectives and responsibilities regarding integration. Of equal importance, is the fact that the State Courts have rendered decisions in a number of cases, reinforcing the basis for implementation of

the policies and activities promoting integration within the State.

While it is true that de facto segregated housing, reflecting itself in segregated neighborhood schools, creates problems vis-á-vis integration in the schools, communities are making attempts to solve the problems: through demographic studies undertaken to aid districts in planning future school construction; through the adoption of new plans for assigning pupils to schools.

Aside from the physical processes of creating racial balance, programs are being developed to improve understanding by students, teachers, and the community. Such programs include: plans for improving communications between community and school; providing pupil personnel services to develop a better understanding of the integration process; providing inservice training for teachers to enable them to deal more effectively with minority children; providing integrated curriculum materials depicting the contributions of minority groups to American civilization.

This report deals with the efforts which are supported by State aid, and with an assessment of the results thus far obtained. The study itself analyzes experimental projects for the elimination of racial imbalance and improvement of integration, and was conducted by Zenobia O'Neal, assisted by A. Harry Smith, members of the Department's Division of Evaluation.

The findings of the report are based on data and information drawn from many sources. In addition to a complete review of materials and reports in the files of George Harrison, Project Coordinator, Division of Intercultural Relations, information was gathered from the Division of Educational Finance by William Jaffarian, and information for many tables was derived from data contained in the New York State Education Department's Racial and Ethnic Census, by Joan Peek, Bureau of Statistical Services.

It is hoped that the summary assessment presented in this report will give the reader an insight into the scope of the program to correct racial imbalance and the problems which have arisen in the course of its implementation. To local program administrators the report should be of value in strengthening the program and in future planning.

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A REPORT ON THE PROJECTS FUNDED UNDER STATE AID FOR CORRECTING RACIAL IMBALANCE

INTRODUCTION

The State Legislature, on July 5, 1966, approved a supplemental budget which contained an appropriation of $1,000,000 for the State Education Department. This was for State Aid for Experimentation and Research - to assist local school districts in meeting the excess costs incurred in approved experimentation and innovation projects for correcting racial imbalance and improving the quality of integrated education. For the year 1967-68, the grant was increased to $3,000,000. Requests for $5,000,000 were made both years.

This report deals with the actual distribution of the funds received, the variety of programs implemented by the participating districts, and a summary of the project evaluations presented by the several districts during the first 2 years of operation.

PURPOSE OF FUND

The primary purpose of the fund is to assist those school districts that are in the process of desegregation, to meet the excess cost necessary to effect racial balance. In some instances aid was given for planning desegregation, in other instances aid was granted to districts that recently had desegregated their schools but needed financial help for another year to complete their desegregation plans, alter their plans, or meet the excess costs for another year.

Desegregation, the mixing of children to bring about racial balance,

is the first step toward integration. As reported in the U.S. Office of Education Report (Coleman) "Equality of Educational Opportunity" and in "Racial Isolation of the Public Schools," by the U.S. Commission on Civil Rights, an integrated school environment is necessary for equal educational opportunity.

Some superintendents felt they could not stop at desegregation of the schools. They had to demonstrate that racial balance was the first step in making the schools better. They had to assuage the fears of parents, particularly white parents, that this would not have a deleterious educational effect upon their children. State aid was therefore requested not only for correcting racial imbalance, which is an adminstrative process, but for integration, which is an educational process.

APPLICATIONS RECEIVED

It was not until the latter part of July, 1966 that the program got under way, with a letter from the Commissioner dated July 25, 1966, advising all superintendents of the availability of the appropriation. This was a most inopportune time for school districts, as in many instances staffs were not available to plan and prepare projects. Furthermore, districts had already approved their school budgets for the current fiscal year. Therefore flexibility had to be extended on the deadline for filing applications. The districts were advised that applications would be received as long as money was available.

During the 1966-67 year, a total of 33 applications were received from 25 school districts. Some districts submitted more than one proposal and in one instance a proposal was withdrawn for lack of matching funds and availability of staff.

The total budgetary requests presented came to over three million dollars. This created a problem for the panel which reviewed the applications. It was necessary to make drastic cuts in the budgets presented and to stay close to the guide lines in determining priorities of projects.

In calculation of aid, the guidelines specified that the school district indicate the budgeted costs of the proposed project which would be in excess of the normal costs of instruction by the district. The State's share of the approved budget in meeting the excess costs was calculated on the district's normal aid ratio, but not less than 50 percent. This aid arrangement could be modified, however, and a larger grant made if unusual circumstances prevailed. Several items were aidable at 100 percent so that some districts received more State aid than their State aid ratio or 50 percent would have provided. Grants were made for one year only.

For the year 1967-68, 26 districts (including a Board of Cooperative Educational Services) filed 39 applications, some districts requesting aid for more than one project. Twenty-three applications were approved for 22 districts. Four were withdrawn or disallowed either for lack of matching funds, inability to get the program started, or because the proposals did not meet the requirements as set forth in the guidelines.

In several instances, districts were advised to revise their budgets downward because it was anticipated that there would be insufficient funds to meet their requests. Several other districts were ready to file late applications should funds become available. Funds would become available should a district report that it could not use all the money allocated to it due to unfilled positions or the cancellation of part of the program.

Table I summarizes the distribution of funds:

TABLE I

DISTRIBUTION OF STATE FUND FOR RACIAL IMBALANCE

Year	Total Budgets Presented	Total Budgets Approved	Total State's Share Approved	Total State's Share Expended
1966-67	$3,601,722.20	$1,549,907.03	$969,987.44	$786,639.31*
1967-68	$6,854,643.94	$4,387,980.11	$3,047,744.79	$2,482,733.52*

The expenditure for 1966 - 67 of less than one million dollars was a result of many programs starting late in the school year. As the appropriation came during the summer months when school staffs were not available, many school districts could not prepare their requests until fall, therefore, many programs did not actually go into operation until the spring of that year.

Similarly, for 1967-68, though programs were planned in advance, it was not always possible to secure on time, staff or rental of relocatable classrooms.

The allocation of more than $3,000,000 for the 1967 - 68 year results from experience with actual cash expenditures compared with actual amounts budgeted.

Appended to this report is a listing of the districts which made applications showing the disposition of their requests.

PROJECTS FOR WHICH AID WAS APPROVED

For purposes of this report, the projects approved are divided into two categories:

(a) Those involving desegregation - which may be defined as "the abolition of racial imbalance," and

(b) Those involving integration - which may be defined as "the process of unlearning prejudices and establishing new democratic values through interaction in a non-segregated environment." It involves improving the quality of education in an integrated setting.

The names of those districts which received approval for State aid in

*As appear in the Division of Educational Finance

either of these categories follow the description. Because of the variety of projects within a given proposal, a district may have received approval for aid in more than one category.

Desegregation

1. Rental of Relocatable Classrooms:

In reorganizing the schools to effect racial balance a shortage of classroom space was created in some buildings. To relieve the shortage, approval was given for the rental of portable classrooms. (1966 -67 Amityville, Malverne, Roosevelt, Westbury. 1967 - 68 Amityville, Buffalo, Malverne, Niagara Falls, Rochester, Roosevelt, Westbury.)

2. Transportation:

Reorganizing of schools sometimes results in some pupils having to go greater distances to school than before, requiring transportation. State aid was approved to cover the excess costs of such transportation. (1966 - 67 Freeport, Glen Cove, Malverne, Mount Vernon, Rockville Center, Roosevelt. 1967 - 68 Bellport, Buffalo, Glen Cove, Hempstead, Malverne, Mount Vernon, New York City, Niagara Falls, Rochester, Roosevelt, Syracuse.)

3. Minor Alterations of School Buildings:

Some school buildings were not suitable to house new grades and minor alterations were necessary. (1966 - 67 Freeport. 1967 - 68 Bellport, Buffalo, Hempstead, Westbury.)

4. Demographic studies:

Such studies were approved to help in planning for future district reorganization of schools to effect racial balance and improve the quality of education. Several districts felt the need for a study of their communities to detect population movements and trends. (1966 - 67 Roosevelt, Suffern,

Wyandanch, Long Beach, New York City. 1967 - 68 Nyack, Wyandanch.)

5. Office of Integration and Planning:

Such offices were established to plan and coordinate the school districts' efforts to bring about and maintain racial balance of the schools, prepare staff and community for the successful implementation of plans, and to evaluate their effectiveness. (1966 - 67 Buffalo, Hempstead, Schenectady, Syracuse, West Irondequoit. 1967 - 68 Buffalo, Hempstead, Syracuse.)

Integration

1. School - Community Relations:

Programs were planned to develop greater communications, understanding, and support between the community and the schools. (1966 - 67 Greenburgh # 8. 1967 - 68 Glen Cove, Greenburgh #8, Malverne, New York City, Nyack, Schenectady.)

2. Inservice Training Programs:

Inservice programs for teachers and administrators were authorized to improve their understanding of minority group children and develop techniques to deal effectively with them. (1966 - 67 Greenburgh #8, Hempstead, Rockville Center, Glen Cove, New York City, Peekskill. 1967 - 68 BOCES #1 Westchester, Freeport, Glen Cove, Greenburgh #8, Hempstead, New York City, Schenectady, Syracuse.)

3. Development of Integrated Curriculum Materials:

Curriculum materials dealing with the contributions of minority groups in American life and history were developed for inclusion in each subject. (1966 - 67 Albany, Middle Island. 1967 - 68 Glen Cove, Greenburgh #8, New York City, Rochester, Schenectady.)

4. Reduction of Class Size:

Additional teaching positions were approved for the reduction of

class size in schools involved in programs to improve racial balance. (1967-68 Buffalo, New York City, Rochester.)

5. Special Services to Support the Integration Program:

To help make integration work, it was necessary to add special services to aid white and nonwhite children adjust to a new enviornment, to provide cultural enrichment, and to improve the achievement of those below grade level. The schools were not able to support these additional services.

Such services included: reading teachers, librarians, visiting teachers, guidance counselors, health teachers, language teachers, home-school teachers, psychologists, music, and art teachers. Some services involved field trips to cultural and educational centers. The purpose of home-school visitation was to establish better communications between the homes of "disadvantaged" children and the school. (1966-67 Hempstead, White Plains, Freeport. 1967-68 Bellport, Buffalo, Mount Vernon, New York City, Niagara Falls, Rochester, Syracuse, Westbury.)

6. Use of Teacher Aides:

These paraprofessionals were included in some programs to relieve the teachers of routine, nonprofessional chores and thus give the teacher more time for actual teaching. (1966-67 Freeport, Hempstead, Glen Cove, White Plains. 1967-68 Amityville, Buffalo, Mount Vernon, New York City, Niagara Falls, Rochester, Syracuse, Westbury.)

7. Special Instructional Materials:

Special instructional materials dealing with intergroup relations were provided, including textbooks, pamphlets, and visual aids. (1967-68 Bellport, Buffalo, Mount Vernon, New York City, Niagara Falls, Rochester, Syracuse, Westbury.)

8. Tutorial Programs:

After school and early evening tutorial programs were approved utilizing teachers and volunteers. Volunteers were also used during the school day to work with students on an individual basis, under the guidance of a regular teacher. (1966 - 67 Albany, Rockville Center, White Plains. 1967 - 68 Freeport, Glen Cove, Syracuse, White Plains.)

9 Pupil Personnel Services:

The appointment of a coordinator of Pupil Personnel Services, whose responsibility would include developing better understanding of the integration process, was approved. (1967 - 68 Malverne.)

DESCRIPTION OF PROJECTS

Projects conducted by selected school districts are described briefly below to illustrate the extent and diversity of the programs.

Mount Vernon (1966 - 67)

Mount Vernon, on February 1, 1967, opened an Interim Children's Academy. Three classes of fourth graders from different neighborhood schools were transported from their neighborhood schools to the Academy and, at the end of the day, were returned to their neighborhood schools. About 75 children attended one day a week with a total of about 350 different children per week. This created an integrated setting.

The instruction was a supplement to the children's classes. Remedial reading, remedial math, health, psychological, and health services were included.

Rochester (1966 - 67)

In 1965, Rochester pioneered an innovative program of a Metropolitan Cooperative Project by sending 24 Negro students from the inner city to suburban West Irondequoit Schools. The project was expanded in the 1966 - 67 year with 35 children attending the Campus School at State University at Brockport.

Hempstead (1966 - 67)

In Hempstead and Mount Vernon, people of stature from minority groups were invited to speak to the children in assembly programs and in classrooms. It was felt that this would bolster the image of minority groups and the self-image of the children from these groups.

Long Beach (1966 - 68)

Throughout the school year, and particularly in the first 3 or 4 months of the semester, Long Beach was faced with a continuing influx of new children. Many of these youngsters were minority group children, including Negro children from the South, who brought few or no school records with them.

They were too poorly prepared academically, socially, or emotionally to take their places in their regular grades. Placed immediately in regular classes with the little information available to the school, many failed to make satisfactory adjustments to the class, the curriculum, or the school.

Long Beach set up a special "holding class" for all such newly arrived children. The children remained in the class while an overall evaluation was made of their educational needs and the proper class assignment determined. In the meantime, they were helped to catch up as much as possible with their grade placement and oriented to the new school.

New York City (1967 - 68)

Financial assistance was approved for New York City for the development of a five-part program.

Part I: Improving Quality Integrated Education in schools in the Reverse Open Enrollment Program through the use of special materials appropriate to intercultural experiences: speakers from minority groups, supervised bus service for kindergarten pupils, the addition of specialists such as psychologists, social workers, guidance teachers and language teachers.

Part II: Improving Quality Integration in Community Zoned Schools. Four pairs of schools were involved in this program to study the elements deemed necessary to maximize the effectiveness of community zoned schools for the achievement of quality education.

Part III: Reduction of Racial Imbalance in the Classes of Eight Schools in one district through the Introduction of Heterogeneous Grouping Practices in Grades 1 - 3.

Part IV: Staff training in human relations, begun in 1966, was continued. Teacher trainers were prepared to conduct teacher workshops.

Part V: Improving Quality Integrated Education in the "Receiving Schools" of the Open Enrollment Program. The purpose was to reduce achievement desparities between racial groups by more intensive, small group, and individual instruction and counseling. There were staff contacts with community leaders and institutional staff who served as resources for the school program.

Nyack (1967 - 68)

The school district of Nyack sponsored a summer program to develop community self-help and community involvement in the school in the Central Nyack area.

Central Nyack has a large Negro population in a ghetto area relatively isolated from the rest of the community. Until the project got under way, there was no active parent group and the Central Nyack Civic Association was inactive. The purpose of the project was to integrate this isolated area into the broader community of activities nearer the center of the population and to have parents take a more active interest in the school.

The vehicle for this involvement was an athletic and recreational program. A Little League program for the area was started which brought in the children from outside the area so that about one-half the participants were white. Parents of the children, both Negro and white, were involved as coaches and supervisors.

The Central Nyack Civic Association was revitalized. 4-H Clubs were organized and a Self-Help Project was formed. This project was sponsored by women who are currently planning a community center and art classes for adults, using the school facilities.

The superintendent of schools wrote in December 1967: "Prior to commencement of this project, we had been plagued with false alarms, averaging three per week. Starting in July, we have not had a single false alarm call from this area. . . . Since September of this year the school has had a minimum of problems with children and parents." The superintendent also reported that the people in the area now look upon the school as "their school."

A demographic study was also completed, to assist the district in planning for future school construction, with racial balance as a major consideration.

Rochester (1967 - 68)

Rochester further developed its open-enrollment plan to improve racial balance. It introduced a "reverse" open enrollment plan for white students voluntarily to attend largely Negro schools. Suburban white children were also invited to transfer to city schools attended mainly by Negro children. Special services were added to the program to make it more attractive to white children living outside the area.

Schenectady (1967 - 68)

Schenectady's program was to assure the smooth integration of two dissimilar populations in a single building. A largely Negro junior high school will be merged with a largely white junior high school in 1968 - 69. The program this past year was to prepare teachers, students, and parents of both schools for this integrated experience through teacher inservice education, parent education, and development of an integrated curriculum.

Spring Valley (1967 - 68)

Among Spring Valley's projects was the creation of community centers for integrated learning and living through a school-community activities program. Two elementary buildings, located close to the main Negro residential area, were used to develop within these schools, programs, activities, and experiences that would foster greater comunity use of each building on an integrated basis.

Syracuse (1967 - 68)

Syracuse planned a reduction of racial imbalance in a segregated school (90 percent Negro) in these stages, over a period of 3 years. This would not only racially balance the Negro segregated school but also a number of largely white schools in the district.

A campus school was constructed at Syracuse University. This was a cooperative arrangement between the City School District and the University. About 300 children of the 4th, 5th, and 6th grades from the Negro segregated school attended this past year. By next year, the 4th grade will include children from other schools as well, thus making a totally integrated 4th grade class. This process will continue until the entire school is integrated.

During the summer of 1967 about 100 Negro children from the inner city of Syracuse were transported to 10 Liverpool Central School District Schools for a 6 week integrated school program.

White Plains (1967 - 68)

White Plains set up neighborhood evening study centers, supervised by certified teachers, to provide elementary school children from "disadvantaged" neighborhoods with facilities for additional help in subject skills. The program made it possible for children who live in crowded and noisy surroundings to study in relative peace and quiet with the assistance of

sympathetic and understanding adults. The goal was to raise the achievement level of those children who attend integrated schools.

RESULTS

How the Funds were Used

Actual expenditures for 1966 and 1967 are listed in Tables 2 and 3. The totals and State share are given for the various categories of items, showing the percent of the total amount used by each category. Personnel Services for 1966 and 1967 accounted for approximately 60 percent and 69 percent, respectively, of the total State aid for racial imbalance; whereas transportation accounted for approximately 15 percent of the State aid in 1966 and only 9 percent in 1967.

Pupils Involved in Desegration Programs

Table 4 gives the approximate number of pupils involved in transportation programs and relocatable classroom programs for desegration, for 1966 and 1967.

In 1966, three times as many nonwhite pupils were transported as white, and in 1967 approximately twice as many nonwhite pupils were transported as white. Over twice as many pupils were involved in transportation programs in 1967. Two more districts participated in 1967 than in 1966.

Nearly four times as many relocatable classrooms were used for desegration in 1967 as in 1966. There were two more districts involved in relocatable classroom projects for desegregation in 1967. The numbers in Table 4 are only approximate, since nearly one third of the districts never submitted final evaluation reports with adequate information.

TABLE 2

State and Local Costs for Correcting Racial Imbalance
1966 - 67 Actual Expenditures*

	Total	% of Total	State Share	% of State Share
Relocatables	$ 60,492.61	5.12	$ 35,321.44	4.49
Minor Alterations	16,577.88	1.40	8,288.94	1.05
Office Supplies, Classroom Desks, Etc.	35,454.20	3.00	24,409.32	3.10
Books, Pamphlets, A-V Aids	62,624.76	5.30	33,491.38	4.26
Transportation	138,999.62	11.76	120,861.44	15.36
Tuition	32,735.00	2.77	16,367.50	2.08
School-Community Relations	6,891.27	0.58	3,498.18	0.44
Professional Services	508,843.02	43.04	351,958.50	44.76
Advisory and Consulting	96,210.91	8.14	83,287.19	10.59
Teacher Aides	35,259.76	2.98	14,340.41	1.82
Transportation Personnel	18,835.15	1.59	9,417.58	1.20
Other Personnel	29,241.57	2.47	16,678.76	2.12
Employee Benefits	130,323.49	11.02	63,494.38	8.07
Field Trips, Programs, Etc.	9,762.19	0.83	5,224.29	0.66
Total	$1,182,251.43	100.00	$786,639.31	100.00

*figures based on the assumption that New York City expended its funds in the same manner as indicated in its budget proposal.

TABLE 3

State and Local Cost for Correcting Racial Imbalance
1967 - 68 Actual Expenditures*

	Total	% of Total	State Share	% of State Share
Relocatables	158,001.95	3.96	145,573.10	5.86
Minor Alterations	50,687.52	1.27	37,036.46	1.49
Office Supplies, Classroom Desks, Etc.	32,051.99	0.80	21,292.89	0.86
Books, Pamphlets, A-V Aids	110,693.62	2.78	55,985.18	2.25
Transportation	235,718.76	5.91	227,946.76	9.18
Tuition	211.75	0.01	105.88	0.01
School-Community Relations	5,861.26	0.15	2,930.63	0.12
Professional Services	2,379,512.82	59.71	1,446,705.67	58.27
Advisory and Consulting	37,852.99	0.95	24,758.03	1.00
Teachers Aides	273,112.30	6.85	142,519.47	5.74
Transportation Personnel	75,078.59	1.88	56,235.59	2.27
Other Personnel	110,301.07	2.77	59,048.76	2.38
Employee Benefits	499,595.50	12.54	253,473.89	10.21
Field Trips, Programs, Etc.	16,560.37	0.42	9,121.21	0.36
	$3,985,240.49	100.00	$2,482,733.52	100.00

*figures based on the assumption that New York City expended its funds in the same manner as indicated in its budget proposal.

TABLE 4
APPROXIMATE NUMBER OF PUPILS INVOLVED IN TRANSPORTATION PROGRAMS AND RELOCATABLE CLASSROOM PROGRAMS FOR DESEGRATION, IN SCHOOL DISTRICTS RECEIVING STATE AID FOR RACIAL IMBALANCE*
1966 and 1967

Year	Number of Districts	Number of Pupils in Transportation Programs			Number of Districts	Relocatable Classrooms used for Desegration	
		White	Nonwhite	Total		Number of Relocatables	Number of Pupils
1966	9	1,056	2,952	4,008	5	17	436
1967	11	3,322	6,510	9,832	7	60	1,650

*excluding New York City

Teachers Involved in Integration Programs

A comparison of the State Integration Fund's impact on total New York State professional staff for 1966 - 67 through 1967 - 68, is presented in Table 5. The table gives the number and percent of white and nonwhite professional staff for New York State Schools as a total and also for the schools in districts that requested State aid for racial imbalance. It may be observed that the total nonwhite professional staff for school districts requesting State aid for racial imbalance, is proportionally twice as much in percentage as the total nonwhite professional staff for New York State.

(TABLE 5)

Change In Racial Imbalance

Table 6 gives a comparison of 1961, 1966, and 1967 ethnic data for the public elementary schools in 26 districts receiving aid for racial imbalance. The table shows the number of schools in each district, for each of the 3 years, that have a percent of Negroes in each category between 31 percent and 100 percent. Noted, are those districts that did not add schools to their highest category of imbalance in 1967.

TABLE 5

1967-68 PROFESSIONAL STAFF ETHNIC DATA

COMPARISON OF NEW YORK STATE TOTAL PROFESSIONAL STAFF WITH TOTAL PROFESSIONAL STAFF OF DISTRICTS REQUESTING STATE AID FOR CORRECTING RACIAL IMBALANCE FOR FISCAL YEARS 1966-67 and 1967-68

Total No. of Schools in New York State=4354 (838 School Districts as of 7/1/68)		Total No. of Schools in School Districts Requesting Aid*=1,439 (39 School Districts)	
Total New York State Professional Staff	= 181,209	Total Professional Staff	= 77,311
Total New York State White Staff	= 172,285 (95.1%)	Total White Staff	= 69,841 (90.3%)
Total New York State Negro Staff	= 7,549 (4.2%)	Total Negro Staff	= 6,546 (8.5%)
Total New York State Puerto Rican Staff	= 432 (0.2%)	Total Puerto Rican Staff	= 367 (0.5%)
Total New York State Other Staff	= 943 (0.5%)	Total Other Staff	= 557 (0.7%)

Source: 1967-68 Ethnic Data
Basic Educational Data System

TABLE 6

COMPARISON OF 1961-62, 1966-67 AND 1967-68 ETHNIC DATA
PUBLIC ELEMENTARY SCHOOLS RECEIVING AID FOR RACIAL IMBALANCE
(EXCLUDING NEW YORK CITY)

School District	31%-40% Negro			41%-50% Negro			51%-60% Negro			61%-70% Negro			71%-80% Negro			81%-90% Negro			91%-100% Negro			Total Affected Elementary Buildings in District			Total Elementary Buildings in District		
	1961	1966	1967	1961	1966	1967	1961	1966	1967	1961	1966	1967	1961	1966	1967	1961	1966	1967	1961	1966	1967	1961	1966	1967	1961	1966	1967
Albany			1	2	1	1	1			1			1	2	1	2	1	2		1	1	7	5	6	27	21	20
*Amityville		1			2	3													1			1	3	3	5	3	3
*Bellport			1					1														0	1	1	5	4	4
*Buffalo	1	1	1	1	2	1		2	2	1		1	1			1	2	1	14	17	16	19	24	23	80	80	77
*Freeport		2	3																1			1	2	3	6	5	5
*Glen Cove									1		1		1									1	1	1	5	6	7
Greenburgh	2	2	2	1	1	2		1				1										3	4	5	3	5	5
Hempstead	1				1	1							2			1				3	5	4	4	6	6	6	8
*Long Beach																						0	0	0	4	5	5
*Malverne					2	1		1	2	1												1	3	3	3	3	3
*Middle Island	2	1	1																			2	1	1	3	4	4
Mount Vernon				2	1	1				1		1	1	2	2	1	2	2		1	1	5	6	10	11	12	14
*Niagara Falls		2	2							1				1	1				2	2	1	3	5	4	24	23	22
Nyack					2	1			1													0	2	2	4	5	5
Peekskill	1	2	2	1	2	2																2	4	4	6	6	6
*Rochester	2	2	2			2		1		3	1	1		1	1	2	1	2	2	5	4	9	11	12	43	43	44
*Rockville Centre		1					1															1	1	0	6	6	6
Roosevelt								4			1	3			3				1			1	5	6	5	6	7
Schenectady	1	2	1			1																1	2	1	20	20	20
*Spring Valley		1																				0	1	0	6	12	13
Suffern		1							1													0	1	1	6	6	6
*Syracuse		1	2					2	1	1	1	2			1				1	1		2	5	6	33	32	32
*Westbury		2	2		2	4		1		1												1	5	6	6	6	6
*West Irondequoit																						0	0	0	13	14	14
*White Plains	1						1															2	0	0	11	10	10
Wyandanch										1								2	3			1	2	3	1	2	3
TOTAL	11	21	20	7	16	20	3	13	8	11	4	9	6	6	9	7	8	10	22	30	28	67	98	107	342	345	349

* Districts which did not add schools to their highest category in 1967.
NOTE: 1961 data exclude kindergarten students.

Sixteen districts actually corrected the racial imbalance in their most segregated schools by moving pupils to other schools having a lower percentage of Negroes in 1967 or by participating in a program that avoided an increase in percentage of Negroes. Figures 1 and 2 illustrate this comparison. Albany, Rockville Center,and West Irondequoit have been omitted for 1967, in figure 1 because these districts did not receive funds for racial imbalance in 1967 and were therefore not participating in a desegregation program.

In 1961 - 62, a school was considered racially imbalanced if 31 percent or more of its students were Negro. There were 20 districts (of the 26 included in the present study) containing 67 elementary schools which met that criterion. In 1966 there were 23 districts containing 98 schools which had 31 percent or more Negro students, and in 1967 there were 21 districts containing 107 schools meeting that criterion. Of course, the total elementary buildings in the districts also increased from 1961 to 1967, which may account for the increase in the total number of affected buildings.

Figure 3, and tables 7 and 8 present a different approach to the definition of racial imbalance in the schools by defining imbalance, for a school, in terms of variance from the ethnic distribution of students in the entire school district. Variance is defined as the amount by which the percent of Negro pupils in a school differs from the percent of Negro pupils in the school district in which the school is located. A positive variance indicates that the percent of Negro pupils in a given school exceeds the percent of Negro pupils in the school district by the number of percentage points shown. A school with a positive variance has a greater proportion of Negro students than the total school district student population.

FIGURE I

A Comparison of School Districts, Receiving State Aid for Racial Imbalance, Having Elementary Schools With 31% or More Negro Pupils for 1961, 1966, and 1967
(Excluding New York City)

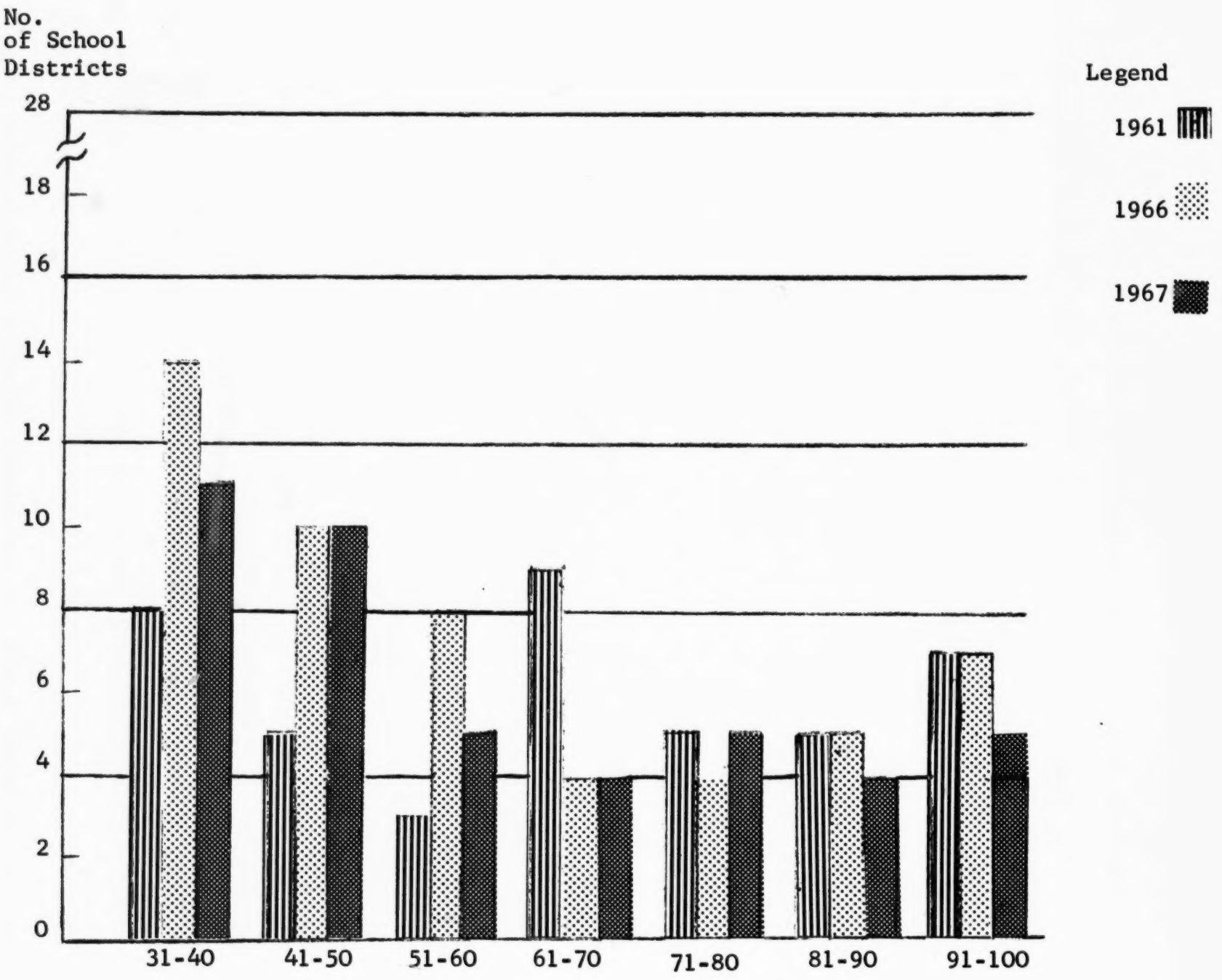

FIGURE 2

THE HIGHEST PERCENT OF NEGRO STUDENTS
IN ONE SCHOOL, FOR SCHOOL DISTRICTS RECEIVING
STATE AID FOR RACIAL IMBALANCE 1961, 1966, 1967

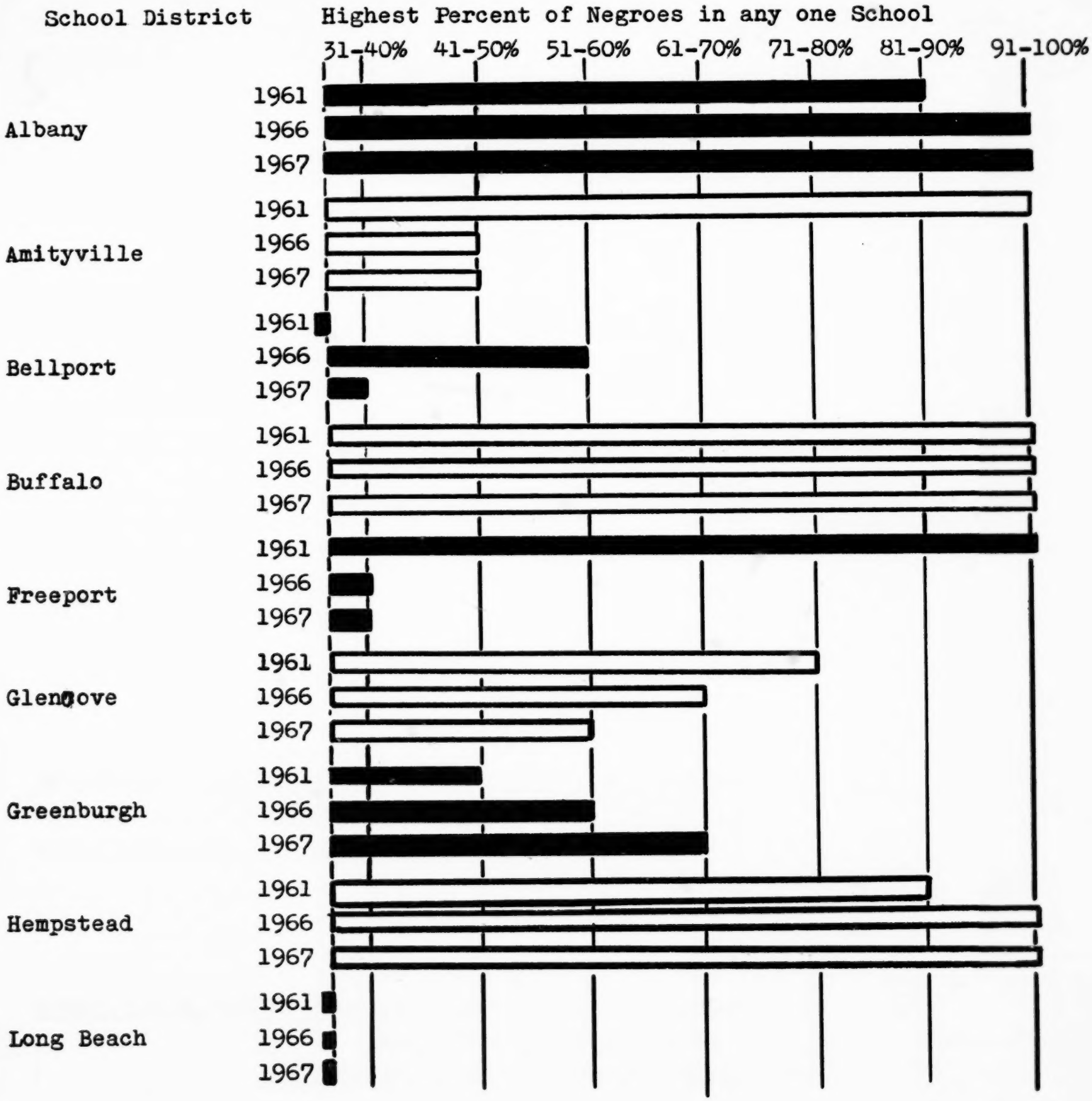

FIGURE 2
(continued)

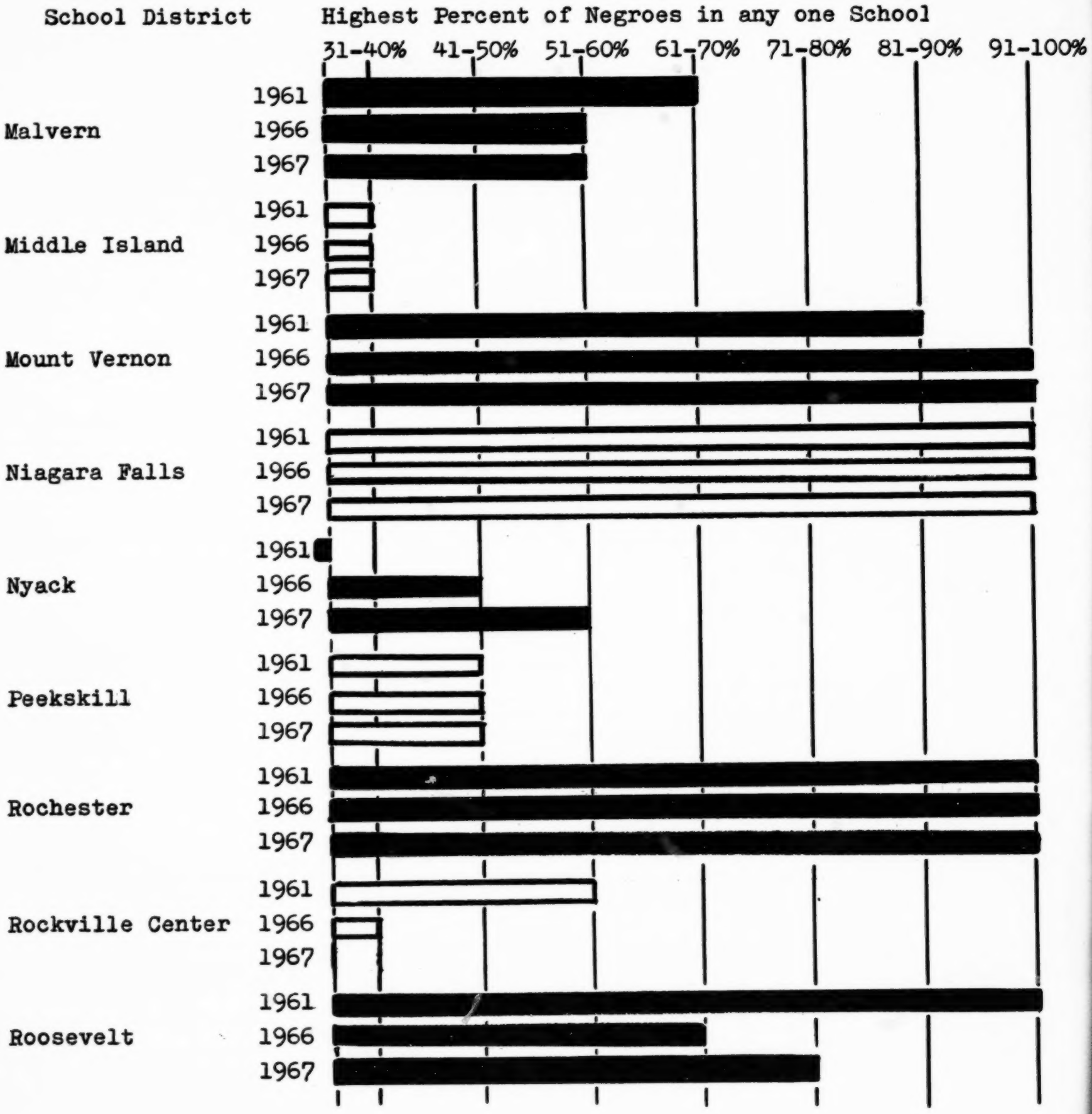

FIGURE 2
(continued)

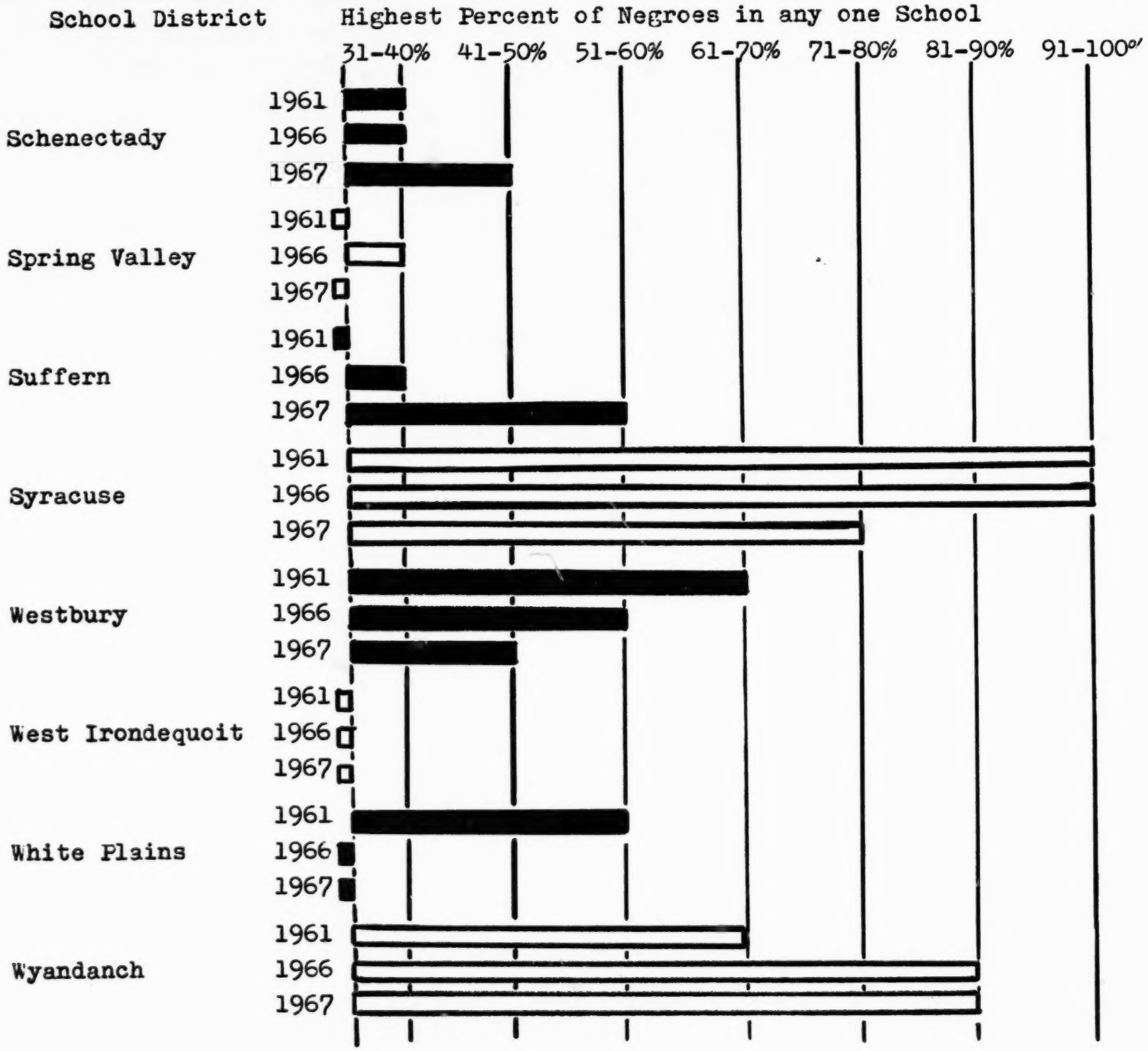

FIGURE 3

A Comparison of School Districts, Receiving State Aid for Racial Imbalance, Having Elementary and Secondary Schools with a Greater Percentage of Negro Pupils Than the District Percentage, for 1966-67 and 1967-68 School Years
(Excluding New York City)

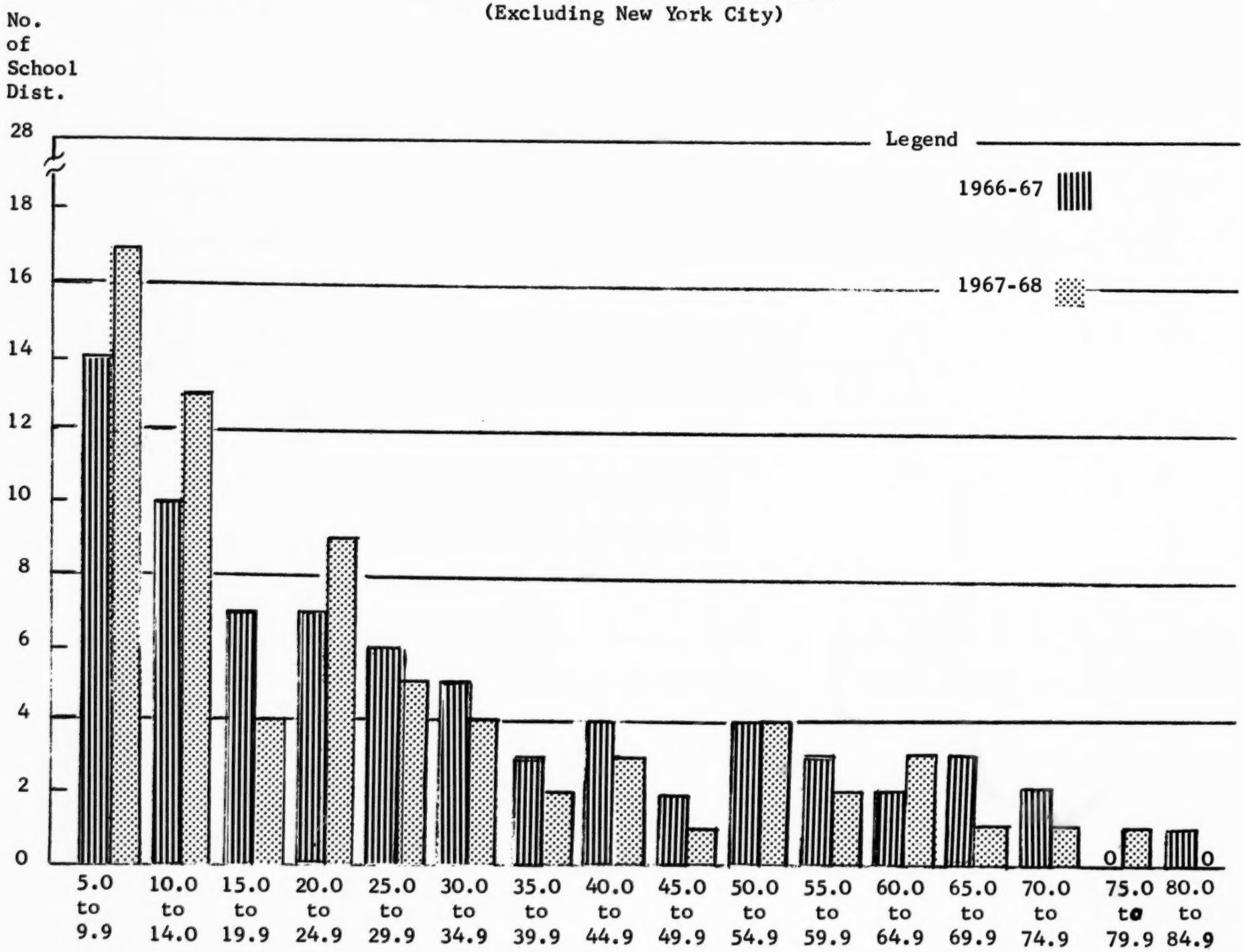

TABLE 7

TOTAL ENROLLMENT, PERCENT NEGRO STUDENTS, AND HIGHEST NUMBER OF PERCENTAGE POINTS BY WHICH A SCHOOL PERCENT NEGRO EXCEEDED THE DISTRICT PERCENT NEGRO
PUBLIC SCHOOL STUDENTS
1961, 1966, 1967

School District	1961			1966			1967		
	Total Number of Students Enrolled in District	Percent of Negro Students Enrolled in District	Highest Number of Percentage Points in Excess of District % Negro	Total Number of Students Enrolled in District	Percent of Negro Students Enrolled in District	Highest Number of Percentage Points in Excess of District % Negro	Total Number of Students Enrolled in District	Percent of Negro Students Enrolled in District	Highest Number of Percentage Points In Excess of District % Negro
Albany	7,149	24.6	58.6	12,991	28.4	67.6	12,674	29.1	65.0
Amityville	2,097	31.6	64.3	4,496	36.0	5.9	4,499	37.5	7.6
Bellport	1,543	6.6	6.0	3,849	17.2	35.4	4,023	18.9	12.9
Buffalo	34,444	33.2	66.8	72,762	34.8	65.1	72,692	35.3	64.7
Freeport	3,121	10.2	81.2	7,262	21.7	19.6	7,334	25.1	14.2
Glen Cove	2,177	10.8	61.2	5,025	9.7	53.7	5,234	9.6	46.3
Greenburgh	1,214	37.0	4.8	2,989	36.6	17.8	3,073	38.2	26.0
Hempstead	2,256	53.5	30.8	5,306	67.4	27.7	5,497	69.7	26.5
Long Beach	2,406	3.4	6.0	6,089	7.3	19.4	6,195	8.8	20.2
Malverne	1,446	33.4	37.6	2,999	44.4	15.7	2,911	46.8	13.5
Middle Island	956	26.9	11.2	2,854	29.3	5.7	2,868	25.2	10.9
Mount Vernon	5,465	36.4	49.8	12,059	45.4	52.1	12,964	48.2	50.4
Niagara Falls	9,229	14.0	84.7	19,043	15.0	84.8	18,860	15.8	76.3
Nyack	*	*	*	3,584	22.2	27.2	3,589	23.8	30.7
Peekskill	1,502	23.5	27.2	3,244	25.5	23.3	3,322	26.0	24.0
Rochester	20,864	22.0	69.7	45,365	26.4	72.2	46,570	27.4	71.6
Rockville Center	1,713	5.9	50.9	4,201	4.7	29.5	4,314	5.6	23.8
Roosevelt	1,691	28.9	66.1	3,676	52.2	10.3	3,846	59.2	20.1
Schenectady	5,532	5.3	32.2	12,409	6.8	32.1	12,624	7.1	33.8
Spring Valley	3,438	4.1	12.8	12,366	6.8	27.9	14,327	8.1	9.2
Suffern	*	*	*	4,286	2.6	32.5	4,908	2.8	50.5
Syracuse	15,042	13.1	76.9	30,650	17.6	74.1	30,862	19.3	58.3
Westbury	2,280	24.9	40.9	5,044	33.8	20.7	5,078	36.4	11.5
West Irondequoit	2,493	0.0	0.0	5,999	.9	5.4	5,977	1.2	4.7
White Plains	3,780	15.9	41.0	8,831	17.1	9.1	8,867	16.9	11.9
Wyandanch	798	70.3	0.0	2,255	81.6	0.6	2,253	85.1	5.0

Note: 1961 data are for grades 1-6 inclusive; 1966 and 1967 data are for all elementary and secondary public schools.
*1961 data for Nyack and Suffern are not available.

TABLE 8

NUMBER OF PUBLIC SCHOOLS AND SCHOOL DISTRICTS AFFECTED BY RACIAL IMBALANCE
AT DESCENDING INTERVALS OF POSITIVE VARIANCE*
SCHOOL DISTRICTS RECEIVING STATE AID FOR RACIAL IMBALANCE
1961, 1966 AND 1967

*Variance Interval (Positive)	Number of Districts Affected in This Interval			Number of Schools Affected in This Interval			Names of Districts Affected in Each Interval with Number of Schools Affected in Each District Given in Parentheses		
	1961	1966	1967	1961	1966	1967	1961	1966	1967
80.0% - 84.9%	2	1	0	3	2	0	Freeport (1) Niagara Falls (2)	Niagara Falls (2)	
75.0% - 79.9%	1	0	1	1	0	1	Syracuse (1)		Niagara Falls (1)
70.0% - 74.9%	0	2	1	0	4	2		Rochester (3) Syracuse (1)	Rochester (2)
65.0% - 69.9%	3	3	1	9	4	2	Buffalo (5) Rochester (3) Roosevelt (1)	Albany (1) Buffalo (1) Rochester (2)	Rochester (2)
60.0% - 64.9%	4	2	3	8	16	19	Amityville (1) Buffalo (5) Glen Cove (1) Rochester (1)	Buffalo (15) Rochester (1)	Buffalo (17) Niagara Falls (1) Rochester (1)
55.0% - 59.9%	3	3	2	7	6	4	Albany (2) Buffalo (4) Syracuse (1)	Albany (1) Buffalo (4) Niagara Falls (1)	Buffalo (3) Syracuse (1)
50.0% - 54.9%	5	4	4	5	4	6	Albany (1) Buffalo (1) Mount Vernon (1) Niagara Falls (1) Rockville Centre (1)	Albany (1) Glen Cove (1) Mount Vernon (1) Rochester (1)	Buffalo (2) Mount Vernon (1) Rochester (2) Suffern (1)

TABLE 8
(Continued)

*Variance Interval (Positive)	Number of Districts Affected in This Interval			Number of Schools Affected in This Interval			Names of Districts Affected in Each Interval with Number of Schools Affected in Each District Given in Parentheses		
	1961	1966	1967	1961	1966	1967	1961	1966	1967
45.0% - 49.9%	1	2	1	1	3	1	Rochester (1)	Albany (1) Buffalo (2)	Glen Cove (1)
40.0% - 44.9%	5	4	3	6	5	6	Albany (1) Buffalo (1) Rochester (2) Westbury (1) White Plains (1)	Buffalo (1) Mount Vernon (2) Rochester (1) Syracuse (1)	Buffalo (1) Mount Vernon (2) Syracuse (3)
35.0% - 39.9%	2	3	2	2	3	2	Malverne (1) Mount Vernon (1)	Bellport (1) Mount Vernon (1) Syracuse (1)	Mount Vernon (1) Rochester (1)
30.0% - 34.9%	2	5	4	2	7	4	Hempstead (1) Schenectady (1)	Mount Vernon (2) Rochester (1) Schenectady (2) Suffern (1) Syracuse(1)	Mount Vernon (1) Nyack (1) Rochester (1) Schenectady (1)
25.0% - 29.9%	5	6	5	6	8	7	Albany (2) Buffalo (1) Mount Vernon (1) Peekskill (1) Schenectady (1)	Hempstead (3) Mount Vernon (1) Nyack (1) Rochester (1) Rockville Centre (1) Spring Valley (1)	Buffalo (1) Greenburgh (1) Hempstead (3) Mount Vernon (1) Schenectady (1)
20.0% - 24.9%	2	7	9	2	8	13	Albany (1) Hempstead (1)	Albany (1) Buffalo (2) Nyack (1) Peekskill (1) Schenectady (1) Syracuse (1) Westbury (1)	Buffalo (2) Hempstead (2) Long Beach (1) Niagara Falls (2) Nyack (1) Peekskill (2) Rochester (1) Roosevelt (1) Syracuse (1)

TABLE 8
(Continued)

*Variance Interval (Positive)	Number of Districts Affected in This Interval			Number of Schools Affected in This Interval			Names of Districts Affected in Each Interval with Number of Schools Affected in Each District Given in Parentheses		
	1961	1966	1967	1961	1966	1967	1961	1966	1967
15.0% - 19.9%	5	7	4	5	10	5	Albany (1) Hempstead (1) Rochester (1) Schenectady (1) White Plains (1)	Albany (1) Freeport (2) Greenburgh (1) Long Beach (1) Malverne (1) Niagara Falls (3) Peekskill (1)	Buffalo (1) Rochester (1) Schenectady (1) Syracuse (2)
10.0% - 14.9%	8	10	13	10	16	17	Middle Island (2) Mount Vernon (1) Niagara Falls (1) Peekskill (1) Rochester (1) Spring Valley (2) Syracuse (1) White Plains (1)	Albany (1) Buffalo (3) Niagara Falls (2) Peekskill (2) Rochester (1) Roosevelt (1) Schenectady (1) Spring Valley (2) Syracuse (2) Westbury (1)	Bellport (1) Buffalo (1) Freeport (2) Malverne (1) Middle Island (1) Mount Vernon (2) Niagara Falls (2) Peekskill (1) Rochester (1) Roosevelt (2) Schenectady (1) Westbury (1) White Plains (1)
5.0% - 9.9%	9	14	17	10	20	29	Bellport (1) Buffalo (2) Freeport (1) Long Beach (1) Mount Vernon (1) Peekskill (1) Rochester (1) Schenectady (1)	Amityville (2) Buffalo (1) Freeport (2) Greenburgh (1) Long Beach (1) Middle Island (1) Rochester (2) Roosevelt (2)	Amityville (2) Buffalo (1) Freeport (1) Glen Cove (1) Greenburgh (1) Long Beach (1) Malverne (1) Niagara Falls (2)

TABLE 8

(Concluded)

*Variance Interval (Positive)	Number of Districts Affected in This Interval			Number of Schools Affected in This Interval			Names of Districts Affected in Each Interval with Number of Schools Affected in Each District Given in Parentheses		
	1961	1966	1967	1961	1966	1967	1961	1966	1967
5.0% - 9.9% (Continued)							White Plains (1)	Schenectady (1) Spring Valley (1) Syracuse (2) Westbury (1) West Irondequoit (1) White Plains (2)	Peekskill (1) Rochester (2) Roosevelt (2) Schenectady (1) Spring Valley (6) Syracuse (2) Westbury (3) White Plains (1) Wynandanch (1)

NOTE: Although Albany and Rockville Center had schools at variance in 1967, they are not shown because Albany and Rockville Center received no State Aid for racial imbalance in 1967.

*Positive Variance is defined as the number of percentage points by which the percent of Negro pupils in a school exceeds the percent of Negro pupils in the school district in which the school is located.

Figure 3 shows a comparison of school districts, receiving State aid for racial imbalance, having elementary and secondary schools with a greater percentage of Negro pupils than the district percentage, for 1966 - 67 and 1967 - 68 school years (excluding New York City). The data for 1961 - 62 was not included in this particular comparison because secondary schools were not included in the original racial and ethnic census at that time. It can be seen that in 1967 (excluding Albany, Rockville Center,and West Irondequoit) the one district that had previously contained schools with a percent of Negro pupils exceeding the district percentage by a plus 80.0 to 84.9 points, changed to the lower category of 75.0 to 74.9 percentage points.

Reaction of the Communities Involved

Table 9 gives an analysis of the results of a questionnaire (Exhibit 2 mailed to school district superintendents concerning community reactions to State funded projects to eliminate racial imbalance. School superintendents were asked to check the appropriate response to 15 issues which, in their opinion, best described the feelings of the community concerning the State funded projects in their own school district, to eliminate racial imbalance. They were directed to give the response for both white and nonwhite members of the community. A three category response mode was used, specifying either a negative reaction, a positive reaction, or "does not apply."

Questionnaires were mailed to 27 district superintendents, and a total of 19 were returned. The total positive responses to 15 items for 19 districts was 280 (136 white and 144 nonwhite). The total negative response was 27 (22 white and 5 nonwhite).

Eight items on the questionnaire received negative responses. Items receiving negative responses for both white and nonwhite were: items no. 1, 2, and 3, which deal, respectively, with transporting pupils (3 white, 1 nonwhite negative response), renting relocatable classrooms (4 white, 2 nonwhite negative response), and reassigning pupils to other schools (5 white and 1 nonwhite negative response).

Negative responses for white only, included items 8, 10, 12, 14, and 15 which, respectively, concern:

(a) providing guest speakers, consultation and advisory services (1 negative)

(b) planning future district reorganization to effect racial imbalance (2 negative)

(c) special programs to improve school-community relations (1 negative)

(d) assigning additional staff (2 negative), and

(e) office of school integration (3 negative).

A few district superintendents checked both positive and negative columns for issues which, in their opinion, involved both positive and negative attitudes in their particular communities.

TABLE 9

ANALYSIS OF RESULTS OF QUESTIONNAIRES
FOR SCHOOL SUPERINTENDENTS CONCERNING COMMUNITY
REACTIONS TO STATE FUNDED PROJECTS TO ELIMINATE RACIAL IMBALANCE

Community	Number "positive" Responses	Number "Negative" Responses	Items Receiving "Negative" Responses	Number "Does Not Apply" Responses
White	136	22	#1,2,3,8,10,12,14,15	132
Nonwhite	144	5	# 1,2,3	137
Total	280	27	8	269

Number Questionnaires Mailed = 27
Number Questionnaires Returned = 19
Number Objective Questionnaire Items = 15

SUMMARY AND CONCLUSIONS

For the year 1966 - 67 the State Legislature appropriated one million dollars to the State Education Department to help school districts develop programs for correcting racial imbalance and improving the quality of integrated education. For the year 1967 - 68, the grant was increased to $3,000,000. In some instances aid was given for planning desegregation, in other instances aid was granted to districts that recently had desegregated their schools but needed financial help for another year to complete their desegregation plans, alter their plans, or meet the excess costs for another year.

The number of districts applying for aid was about the same both years but the total amount of the budgets requested in 1967 was more than twice that of the year before. Many districts, because of their own financial difficulties, pleaded for more State aid than was allowable under the guidelines. As previously indicated, it bacame necessary to request a number of school districts to revise their programs so that costs could be covered by the funds available.

The racial and ethnic census data for both years indicated that in over half of the districts receiving State aid, the number of schools with a great percentage of Negroes decreased. Many of these 16 districts were involved in transportation and relocatable classroom projects which may account for the change in imbalance, The other districts which did not show a change in racial imbalance were mostly involved in such programs as: demographic studies, inservice training programs, curriculum planning, etc., which would not reveal a change in school racial census.

The responses received from objective questionnaires mailed to school superintendents in participating districts indicated that the majority of community reactions concerning the various racial imbalance programs were favorable.

Information from the school district evaluation reports, concerning number of pupils participating in desegregation programs, showed that the majority of pupils transported were nonwhite and that both transportation projects and relocatable classroom projects increased considerably in number from 1966 to 1967.

Actual expenditure reports from the finance office at the State Education Department indicate that approximately two thirds of the State funds for racial imbalance for 1966 and 1967 were used for personnel services.

How State aid funds were used for desegregation and integration purposes, and the effect of the program on various communities may be described by the following quotes from letters received from districts:

" The programs we have been able to operate as a result of State aid for integration have been invaluable. Our Board would have been unable to support these activities with local funds alone. We urge the continuation of this type of special State Aid." (These activities included - an intensive planning session for staff members, purchase of human relations films and equipment for disadvantaged pupils, and a tutorial program.)

"Efforts to provide racial balance with a quality educational program have been somewhat hampered by lack of space for certain special teachers (art, music, etc.) and special services (psychological, speech, reading, etc.) in the elementary buildings. The 19 relocatable buildings we are renting are meeting regular classroom needs, but additional funds are vital in providing the needed space for these services."

" In our budget and tax situation, with the community split as it is, the funds available through the Division of Intercultural Relations were an absolute necessity for the implementation of our program. We have been questioned many times as to whether or not such funds will continue to be forthcoming for the next several years. If, perchance, they are not, it is our considered judgment that the Board will be forced to terminate the project."

"Rochester has demonstrated that enriched programs both cause greater achievement and encourage parents, black and white, to become involved in transfers.

"Parents of black children enjoying the Compensatory Education Program being conducted in two Rochester schools certainly are supportive of the State's efforts. The formal evaluation of the first year's program showed these youngsters to be achieving at a rate superior to those in larger unintegrated classes."

"A recognition of the increasing costs of any project undertaken is essential. Without assurances of continued and increasing support, it is difficult for a community to undertake certain projects."

"We are most pleased with the operation of our fifth and sixth grade center, known as the Park Intermediate School, which was implemented as a means of correcting a racial imbalance situation that had developed in the district.

"As you are aware, there was considerable opposition to this plan, primarily on the part of neighborhood school advocates, and it was extremely critical that the plan we implemented meet with success. We felt it of utmost importance that the educational program initiated be superior to that which was previously in operation, and we feel now that this has been accomplished even though it has only been in effect a few months.

"We are particularly grateful for the money allocated to us under the State Integration Fund, for we would not have been able to achieve our goals without it."

The appropriation for State aid for Correcting Racial Imbalance has proven an incentive to districts to proceed at a more rapid rate to effectuate racial balance and it has given those districts in which racial imbalance is

not a concern, an opportunity to develop programs leading to greater understanding of minority groups. It has also inspired suburban districts to accept into the schools, Negro children from the inner city.

APPENDIX

SPECIAL MESSAGE
FROM THE COMMISSIONER

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Office Of The President Of The University
And Commissioner Of Education
ALBANY

June 14, 1963

To: All Chief Local School Administrators and Presidents of Boards of Education

Subject: Racial Imbalance in Schools

The State Education Department is constantly seeking to improve policies and practices which will bring about the full operation of the principle of equality of educational opportunity for persons of all social, economic and cultural backgrounds. In line with this effort and after studying the implications of the 1954 decision of the United States Supreme Court, the Board of Regents adopted and announced in January 1961, a Statement of Policy which contained the following paragraph:

> "The State of New York has long held the principle that equal opportunity for all children, without regard to differences in economic, national, religious or racial background, is a manifestation of the vitality of our American democratic society and is essential to its continuation. This fundamental educational principle has long since been written into Education Law and policy. Subsequent events have repeatedly given it moral reaffirmation. Nevertheless, all citizens have the responsibility to reexamine the schools within their local systems in order to determine whether they conform to this standard so clearly seen to be the right of every child."

The Regents' statement goes on to point out that modern psychological and sociological knowledge seems to indicate that in schools in which the enrollment is largely from a minority group of homogeneous, ethnic origin, the personality of these minority group children may be damaged. There is a decrease in motivation and thus an impairment of ability to learn. Public education in such a

situation is socially unrealistic, blocking the attainment of the goals of democratic education, and wasteful of manpower and talent, whether the situation occurs by law or by fact.

To implement the Regents' policy, the Department has carried on through its Division of Intercultural Relations, a continuing program of education and assistance aimed toward securing greater understanding and constructive action throughout the schools and colleges of the State. Important progress has been made, especially in higher education.

To assemble additional information on the problem, the Department conducted in November 1961, a racial census of the elementary schools of the State. The findings of that study were reported in July 1962. The report identified a number of districts in which the ratio of Negro to white pupils was relatively high and suggested that these districts should give added attention to this situation.

In June 1962, I appointed a three-member Advisory Committee on Human Relations and Community Tensions to advise and assist the Department and the local school districts. From its studies, the Committee has developed a statement of principles for dealing with racial imbalance in the schools. A copy of this statement is enclosed.

The position of the Department, based on the policy of the Regents, and the principles of the Commissioner's Advisory Committee, is that the racial imbalance existing in a school in which the enrollment is wholly or predominantly Negro interferes with the achievement of equality of educational opportunity and must therefore be eliminated from the schools of New York State.

If this is to be accomplished, there must be corrective action in each community where such imbalance exists. In keeping with the principle of local control, it is the responsibility of the local school authorities in such communities to develop and implement the necessary plans.

It is recognized that in some communities residential patterns and other factors may present serious obstacles to the attainment of racially balanced schools. This does not, however, relieve the school authorities of their responsibility for doing everything within their power, consistent with the principles of sound education, to achieve an equitable balance.

In order that the Department may know what your plans are for carrying out this responsibility, I request that you submit to me by September 1, 1963, the following information:

1. A statement indicating the situation in your district with regard to any problem of racial imbalance, regardless of the number of Negro children enrolled, or to the actual existence of or trend toward racial imbalance. At this time and for the purpose of this report, a racially imbalanced school is defined as one having 50 per cent or more Negro pupils enrolled.

2. A statement of policy by your board of education with respect to the maintenance of racial balance in your schools.

3. In districts where racial imbalance exists, or is a problem, a report of progress made toward eliminating it.

4. In such districts, your plan for further action, including estimates of the additional cost, if any, and of the time required for carrying out your plan.

In addition to this request for information from your district, I have directed the staff of the State Education Department to reexamine all State laws, rules, regulations, policies and programs pertinent to the issue here under discussion, and to submit to me by the same date any revisions that may be necessary for making them more effective instruments for the elimination of racial imbalance.

These requests for more positive action to eliminate racial imbalance in the schools of New York State are a logical extension of State law and policy, necessary if the principle of equality of educational opportunity is to apply to all, regardless of race, color, creed or economic background. I am aware that many of you have already taken constructive action in this regard and that you will continue to do so. I am confident that working together we shall be able to achieve solutions which will truly serve the purposes of education in a democracy.

Please let me know how the Department can be of assistance to you in this important effort.

Sincerely,

James E. Allen, Jr.

James E. Allen, Jr.
Commissioner of Education

Enclosure

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

LORNE H. WOOLLATT
ASSOCIATE COMMISSIONER FOR RESEARCH
AND EVALUATION

September 24, 1968

Superintendent of Schools

The State Education Department is in the process of collecting evaluation information concerning the effectiveness of the New York State funded projects to eliminate racial imbalance and equalize educational opportunity. This information is necessary for a report to be presented to the legislature in October, for the purpose of requesting continued and additional funds to further support the efforts of school districts for quality integrated education.

You are being asked to give the reaction of the community in your school district concerning the projects implemented to correct racial imbalance during the 1966-67 and 1967-68 school years.

It would be appreciated if you would complete and return the enclosed questionnaire within 10 days to the Division of Evaluation, Room 471.

Sincerely,

Lorne H. Woollatt

Lorne H. Woollatt

Enc

The University of the State of New York
The State Education Department
Division of Evaluation
Albany, New York 12224

School District_____ Superintendent_____

Questionnaire Concerning Community Reactions to State Funded Projects to Eliminate Racial Imbalance

Please read each statement and check the response to those issues which in your opinion best describe the feelings of the community concerning the State funded projects, in your school district, to eliminate racial imbalance.

Check the appropriate response for both white and non-white.

	COMMUNITY RESPONSE					
	white			non white		
	Pos.	Neg.	Does not apply	Pos.	Neg.	Does not apply
1. Transporting Pupils	10 (8, ½, 2/5)	3 (1, ½, 3/5)	8	11 (10 3/4)	2 (1¼)	7
2. Renting relocatable classrooms	8 (7½)	4 (3½)	8	9	2	8
3. Reassigning pupils to other schools	8 (7, ½, ½)	5 (4, ½, ½)	7	12	1	6
4. Revising school curriculum to include integrated materials	15 (14½)	1 (½)	4	14	0	5

	white			non white		
	Pos.	Neg.	Does not apply	Pos.	Neg.	Does not apply
5. Using Para-professionals	13	0	6	13	0	6
6. Providing after school and early evening enrichment and tutorial centers	9	0	10	9	0	10
7. Providing trips to educational and cultural centers	11	0	8	10	0	9
8. Providing guest speakers, consultation and advisory services	10	1	8	10	0	9
9. Minor alterations of school buildings	7	0	12	7	0	12
10. Planning future district reorganization of schools to effect racial imbalance	5	2	12	7	0	12
11. In-service training programs	12	0	7	12	0	7
12. Special programs to improve school community relations	11	1	7	11	0	8

	white			non white		
	Pos.	Neg.	Does not apply	Pos.	Neg.	Does not apply
13. Providing instructional resource centers	5	0	14	5	0	14
14. Assigning additional staff	9	2	8	9	0	10
15. Office of School Integration to plan and coordinate school district projects	3(2½)	3(2½)	14	5	0	14
Totals	133	19	123	143	4	124

16. Any area not mentioned above which is applicable to your particular community (please write statement here)

17. Suggestions for improving the program?

Completed by_____
(Title)

STATE AID FOR CORRECTING RACIAL IMBALANCE

1966-67 SUMMARY REPORT

Project Number	District	Budget* Presented	Budget** Approved	State's Share	Actual Expenditures Approved	Actual Expenditures State's Share
1019	Albany	6,615.02	4,645.00	2,322,50	4,343.91	2,171.95
1027	Albany	6,465.32	6,106.00	3,053.00	6,465.32	3,232.66
1007	Amityville	25,620.00	25,620.00	15,218.00	25,620.00	15,218.00
1016	Buffalo	247,864.00	247,864.00	130,598.50	149,452.68	79,702.51
1032	Buffalo	10,000.00	9,020.00	9,020.00	7,224.20	7,224.20
1005	Freeport	41,337.25	41,337.25	20,668.63	17,367.20	8,683.60
1011	Glen Cove	185,841.00	30,004.50	25,426.00	32,590.32	26,719.66
1009	Greenburgh 7	11,079.80	11,079.80	5,539.90	11,079.80	5,539.90
1012	Hempstead	246,739.00	63,072.00	31,536.00	41,332.89	20,666.44
1030	Long Beach	16,426.33	7,200.00	3,600.00	2,990.16	1,495.08
1031	Long Beach	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
1001	Malverne	769,972.00	51,200.00	51,200.00		
1013	Middle Island	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00
1025	Mount Vernon	82,129.73	82,129.73	41,065.00	68,487.32	34.243.66
1018	New Rochelle	52,727.00			Withdrawn	
1023	New York City	62,983.00	62,183.00	31,091.50	62,183.00	31,091.50
1033	New York City	1,196,672.00	349,132.00	275,000.00	275,000.00	275,000.00 (1)
1026	Peekskill	18,606.00	18,606.00	9,303.00	Withdrawn	Withdrawn

October 24, 1968

STATE AID FOR CORRECTING RACIAL IMBALANCE
1966-67 SUMMARY REPORT

Project Number	District	Budget* Presented	Budget** Approved	State's Share	Actual Expenditures Approved	Actual Expenditures State's Share
1003	Rochester	$156,402.00	$120,000.00	$60,000.00	$164,608.91	$82,304.45
1002	Rockville Center	31,328.00	22,043.00	11,021.50	16,077.60	8,038.80
1008	Roosevelt	104,700.00	70,450.00	58,278.00	70,450.00	55,888.20
1024	Roosevelt	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
1017	Schenectady	40,743.00	40,743.00	23,590.00	33,085.95	19,156.76
1022	Spring Valley	9,242.08	9,242.08	5,646.00	6,938.33	4,239.31
1028	Spring Valley	9,219.84	9,219.84	5,633.00	8,872.57	5,421.14
1029	Suffern	3,000.00	3,000.00	1,500.00	3,000.00	1,500.00
1010	Syracuse	154,138.00	154,138.00	77,069.00	107,364.66	53,682.33
1006	Westbury	17,040.00	17,040.00	8,520.00	14,799.63	7,399.82
1004	West Irondequoit	30,387.83	30,387.83	15,193.91	2,325.00	1,162.50
1014	White Plains	31,100.00	31,100.00	15,550.00	27,470.28	13,735.14
1020	Wyandanch	19,344.00	19,344.00	19,344.00	9,121.70	9,121.70
		$3,601,722.20	$1,549,907.03	$969,987.44	$1,182,251.43	$786,639.31

* Budget presented represents what the school district deemed necessary.
** Budget approved represents the review by the committee as to approvable items and to the establishment of a priority of these items.
(1) Approximate Figure - Final Expenditure report not submitted.

October 24, 1968

STATE AID FOR CORRECTING RACIAL IMBALANCE

1967-68

SUMMARY REPORT

Project Number	District	Budget * Presented	Budget ** Approved	State's Share	Actual Expenditures Approved	Actual Expenditures State's Share
1137	Albany	$ 5,605.04	$ Disallowed	$	$	$
1110	Amityville	30,411.00	30,411.00	28,408.00	24,366.22	23,108.46
1136	Bellport	8,374.06	Withdrawn			
1101	Bellport #1	99,614.00	85,918.00	85,146.00	82,399.72	81,854.25
1104	Bellport #2	133,236.00	Withdrawn			
1103	B.O.C.E.S.	18,606.00	18,606.00	9,303.00	12,917.00	6,458.50
1131	Buffalo	1,779,934.00	986,200.00	600,000.00	839,616.77	409,491.77
1127	Freeport	48,882.00	48,882.00	24,441.00	20,620.79	10,310.39
1125	Glen Cove	52,584.00	52,584.00	26,849.00	37,658.88	19,993.94
1112	Great Neck	15,071.00	Disallowed			
1116	Greenburgh #7	20,516.89	20,216.89	10,108.44	15,761.97	7,880.98
1138	Greenburgh #7	8,005.52	8,106.12	8,106.12	8,175.20	8,175.20
1117	Hempstead	156,184.00	156,184.00	83,692.00	118,559.57	65,415.39
1108	Long Beach	16,426.33	16,573.00	8,286.00	10,984.50	5,492.25
1135	Malverne	199,971.00	151,730.00	98,425.00	96,019.90	90,665.04
1128	Mount Vernon	129,833.00	47,420.00	23,710.00	36,963.73	17,725.53

October 24, 1968

STATE AID FOR CORRECTING RACIAL IMBALANCE

1967-68 SUMMARY REPORT

Project Number	District	Budget * Presented	Budget ** Approved	State's Share	Actual Expenditures Approved	Actual Expenditures State's Share
1137	Mount Vernon	3,187.50	Disallowed			
1139	Mount Vernon	450.00	200.00	200.00	150.00	150.00
1136	New York City	2,143,028.00	1,000,000.00	1,000,000.00	985,919.96	750,000.00 (1)
1113	Niagara Falls	69,575.86	56,067.00	34,158.00	48,194.66	29,717.84
1105	Nyack #1	8,000.00	8,000.00	4,000.00	8,000.00	4,016.00
1106	Nyack #2	1,638.71	1,418.71	712.19	1,418.71	712.19
1111	Rochester	1,125,588.00	782,691.00	471,287.00	760,004.06	443,608.55
1115	Rockville Center	23,973.00	Withdrawn			
1109	Roosevelt	138,879.30	138,879.00	99,027.00	132,292.87	93,576.36
1107	Schenectady	59,660.00	59,660.00	36,034.00	54,058.50	32,651.33
1102	Spring Valley	128,921.60	128,921.60	79,157.00	128.046.00	78,620.24
1114	Spring Valley	3,200.00	Withdrawn (2)			
1132	Syracuse	400,000.00	400,000.00	200,000.00	390,396.13	195,198.07
1119	Westbury	137,891.00	137,891.00	84,415.00	128,540.99	79,360.42
1133	West Irondequoit	32,394.13	Withdrawn			
1129	White Plains	30,000.00	26,750.00	13,375.00	20,559.59	10,279.78
1134	Wyandanch	10,222.04	10,222.04	10,222.04	10,222.04	10,222.00
		$6,854,644.54	$4,387,980.11	$3,047,744.79	$3,985,240.49	$2,482,733.52

October 24, 1968

STATE AID FOR CORRECTING RACIAL IMBALANCE

1967-68 SUMMARY REPORT

* Budget presented represents what the school district deemed necessary.

** Budget approved represents the review by the committee as to approvable items and to the establishment of a priority of these items.

(1) Approximate Figure - Final Expenditure report incomplete.

(2) Combined with their first project.

October 24, 1968

Two Year Comparison of Projects for Which State Aid Grants Were Approved
To Eliminate Racial Imbalance and Improve Integration

Projects Dealing With the Problems of Racial Imbalance	School District Projects Approved 1966 - 67	School District Projects Approved 1967 - 68
1. Rental of Relocatable Classrooms and temporary rental of rooms existing outside the school district jurisdiction.	Amityville Glen Cove Malverne Westbury Roosevelt	Amityville Buffalo Malverne Niagara Falls Rochester Roosevelt Westbury
2. Transportation	Freeport Malverne Rockville Center Roosevelt Glen Cove Mount Vernon	Bellport Buffalo Glen Cove Hempstead Malverne Mount Vernon New York City Niagara Falls Rochester Roosevelt Syracuse
3. Minor Alterations of School Buildings	Freeport	Bellport Buffalo Hempstead Westbury
4. Demographic, Planning and Other Studies Related to Future District Reorganization of Schools to Effect Racial Imbalance and Improve Quality Integrated Education	Roosevelt Suffern Wyandanch Long Beach New York City	Nyack Wyandanch

2

5. Office of Integration and Other Such Offices to Plan and Coordinate School District Efforts to Bring About and Maintain Racial Balance, Etc.	Hempstead Syracuse Buffalo West Irondequoit Schenectady	Buffalo Hempstead Syracuse
6. Children's Academy	Mount Vernon	

Projects for:
(1) Developing Community Understanding of and Support for Quality Integrated Education
(2) Achieving Quality Integrated Education in Racially Balanced Districts

	School Districts 1966-67	School Districts 1967-68
1. School-Community Relations	Greenburgh Central #8 Glen Cove	Glen Cove Greenburgh #8 Malverne New York City Nyack Schenectady
2. Metropolitan Concept in Education Urban-Suburban Action Exchange Programs	Rochester	
3. Maintaining an Integrated Transition School	Buffalo	
4. In-Service Training Programs	Greenburgh #8 Hempstead Rockville Center Glen Cove New York City Peekskill	BOCES #1 Freeport Glen Cove Greenburgh #8 Hempstead New York City Schenectady Syracuse

5. Development of Integrated Curriculum	Middle Island Albany	Glen Cove Greenburgh #8 New York City Rochester Schenectady
6. Reduction of Class Size - Additional Teaching Positions involved in Programs to improve Racial Balance		Buffalo New York City Rochester
7. Special Services to Support the Integration Program	Hempstead White Plains	Buffalo Freeport Glen Cove Greenburgh #8 Mount Vernon New York City Roosevelt Schenectady Syracuse Westbury
8. Use of Para-Professionals (Teachers Aides)	Freeport Hempstead Glen Cove White Plains	Amityville Buffalo Glen Cove New York City Niagara Falls Rochester Roosevelt Schenectady Syracuse White Plains

Other Related Components of Projects	School Districts 1966-67	School Districts 1967-68
1. Pupil Personnel Services		Malverne
2. Instructional Resource Centers of Intercultural Materials and Special Instructional Materials For Intergroup Education		Bellport Buffalo Mount Vernon New York City Niagara Falls Rochester Syracuse Westbury
3. After-School And Early Evening Enrichment and Tutorial Programs	Rockville Center Albany White Plains	Freeport Glen Cove Syracuse White Plains
4. Trips to Educational and Cultural Centers		
5. Living Camping Experiences	Spring Valley	
6. Consultation and Advisory Services Guest Speakers	Hempstead Mount Vernon BOCES (Peekskill) New York City	

7.	Holding Class	Long Beach	
8.	Reverse Open Enrollment Programs		New York City
9.	Heterogeneous Classes	New York City	New York City
10.	Linear City	New York City	
11.	Achievement of Quality Integrated Education in Segregated School Work-Shops	New York City	
12.	Preventing School Dropouts	Spring Valley	

A STUDY OF THE

EDUCATIONAL EFFECTIVENESS OF

INTEGRATION

A Comparison of Pupil Achievement

Before and One Year After Integration

A Survey of the Attitudes of

Principals, Teachers, Parents, and Pupils

Involved in the Program

BUFFALO PUBLIC SCHOOLS
BUFFALO, NEW YORK

Superintendent of Schools - Dr. Joseph Manch

Board of Education

Dr. Bernard S. Rosenblat, President
George F. Goodyear, Vice-President
Joseph E. Murphy
Dr. George E. Blackman
Dr. Matt A. Gajewski
Anthony J. Nitkowski
Carmelo A. Parlato

Research Design Developed and Report Prepared by:

Ronald Banks, Director of Evaluation

Mrs. Mary Ellen DiPasquale, Supervisor of Curriculum

Division of Curriculum Evaluation and Development
Dr. Frank J. Dressler -- Associate Superintendent

A STUDY OF THE EDUCATIONAL EFFECTIVENESS OF INTEGRATION

FINDINGS

* Negro pupils integrated into classes with white pupils make greater gains in academic achievement than do pupils who remain in segregated schools.
* White pupils do not suffer losses in academic achievement as a result of integration.
* Negro pupils make the greatest gains when they are in integrated classes where the number of Negro pupils is 30 percent or under.
* Principals and teachers in schools receiving Negro pupils believe that the integration program has demonstrated positive educational results.
* Parents of Negro and white pupils involved in the integration program believe that it is educationally sound.
* Negro and white pupils involved in the integration program believe that it is a good idea.

These conclusions are drawn from a study of the effects of bussing nearly 1,200 Negro pupils in the Buffalo (N.Y.) Public Schools from segregated inner city schools to other schools where the pupil population was composed primarily of white children. The Negro pupils, in grades 5, 6 and 7 were bussed from six inner city schools (37, 39, 48, 53, 59, 74) to 22 receiving schools (9, 11, 18, 19, 21, 22, 30, 42, 43, 44, 45, 51, 63, 64, 65, 66, 67, 69, 72, 78, 79, 80) where they were integrated into classrooms with white pupils.

This bussing took place in September 1967 as a part of the racial balance program approved by the Buffalo Board of Education upon the recommendation of the Superintendent of Schools, Dr. Joseph Manch. Previously, in November 1965, approximately 350 pupils, most of whom were Negro children, were bussed to 12 peripheral schools where the student population was 90 percent or more white and about 210 pupils in grades 1-7 were transferred from School 37 to five other peripheral schools to reduce

class size at School 37[1]. Further transfers from inner city schools to peripheral schools in 1966 have increased the number of inner city children being integrated in classes in peripheral schools to over 2,000.

Comparison of Pupil Achievement

In preparation for this transfer, all white and Negro pupils in grades 5, 6 and 7 in both the sending and the receiving schools were tested early in June 1967. The Stanford Achievement Test (1964 Edition) Intermediate Level II, Form X, was used to pre-test grades 5 and 6 and the Advanced Level, Form X was used to pre-test grade 7. The Intermediate Level II, Form X contained sub-tests on Word Meaning, Paragraph Meaning, Arithmetic Computation and Arithmetic Concepts. The Advanced Level, Form X, contained sub-tests in Paragraph Meaning, Arithmetic Computation, Arithmetic Concepts, and Arithmetic Applications.

After one year, in June 1968, all pupils, now in grades 6, 7 and 8, were again tested. The Stanford Achievement Test (1964 Ed.) Intermediate Level II, Form X, was used for grade 6 and the Advanced Level, Form X, was used for grades 7 and 8. All answer sheets were scored by an IBM Optical Scanner with Card Punch Model 530. Data processing of score conversion and statistical analysis was performed on a Honeywell 200 computer.

A total of 3,051 pupils was tested both in June 1967 and June 1968 and matched. Pupils who did not take both the pre-test and the post-test were excluded from the analysis.

The research design for the study, prepared by the Director of Evaluation of the Buffalo Public Schools with consultative advice from research personnel at the State University of New York at Buffalo, posited three hypotheses. These were:

1. Black children will gain in achievement more rapidly in an integrated class than in a segregated class.

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(1) A Study, issued in March 1967, of the Reading Achievement of the pupils transferred from Schools 15 and 37 to other schools, as compared with the pupils who remained at School 37, showed positive gains for the bussed pupils after one year of integrated education.

2. White children from segregated white classes will gain in achievement at a normal rate after their classes have become integrated.
3. Negro children will continue to gain at a lower rate of achievement in segregated black classes if they remain in such classes.

To check the three hypotheses, the data were treated in different ways. The achievement of Negro children in integrated classes was compared with that of Negro children who remained in segregated black classes and with white children in integrated classes. The sub-tests, Paragraph Meaning, of the Intermediate Level II, Form X, and the Advanced Level, Form X were selected for this comparison, since these tests most nearly correlate with successful school achievement. The statistical results of this treatment are shown in Table I.

As a further check of the hypotheses the total number of pupils pre- and post-tested was divided into groups on the basis of the number of Negro children in each class at the time of the testing in June 1968. Group 1, with 0-5% black pupils, was considered a segregated white group; groups 2 and 3, ranging from 5-10% and 10-30% black pupils, were considered integrated groups; and groups 4 and 5, ranging from 30-75% and 75-100% black pupils, were considered as segregated black groups.

Pupil scores on the pre- and post-tests were treated statistically in terms of the variance within these groups. The results of this treatment are shown in Table II.

Table I

Differences in achievement in Paragraph Meaning, as shown by mean grade equivalent scores and mean growth for each group.

Grade Level	Mean of Pre-Test 6/67	Mean of Post-Test 6/68	Mean Growth	Mean Growth for Group
		GRADE EQUIVALENT SCORES		
		INTEGRATED NEGRO PUPILS		
5-6	3.9	4.5	.6	
6-7	5.3	6.1	.8	.83
7-8	5.8	6.9	1.1	
		NEGRO PUPILS REMAINING IN SEGREGATED INNER CITY SCHOOLS		
5-6	4.0	4.8	.8	
6-7	5.2	5.4	.2	.56
7-8	5.2	5.9	.7	
		WHITE PUPILS IN RECEIVING SCHOOLS		
5-6	5.3	6.5	1.2	
6-7	6.6	7.6	1.0	1.23
7-8	7.1	8.6	1.5	

Grade Level = grade for pre-test, June 1967 and grade for post-test, June 1968

Interpretation of Table I:

1. The pre-test scores clearly show that white pupils started higher in each grade.
2. Negro pupils who were integrated and Negro pupils who remained segregated in inner city schools started at about the same point, except for grades 7-8 where the integrated pupils were higher than the non-integrated Negro pupils.
3. The post-test scores show that the white pupils gained the most in the year at each grade level and in mean growth (1.23). This analysis does not show how the annual growth of the white pupils compares with their previous rate of growth.

While it was not possible to isolate the scores of white pupils in this study for previous years, it was possible to analyze the scores achieved in Paragraph Meaning in these 22 schools in the grades in which the children were or should have been for the three years previous. During these years the annual average gain was between 0.8 and 0.9.

4. Negro pupils who were integrated gained in mean growth (.83) at a rate higher than the non-integrated Negro pupils whose mean growth was (.56).

Table II summarizes the results of achievement in reading and mathematics and substantiates the hypotheses.

Table II

Group	Percentage Black Pupils	Adjusted Mean Score Before Integration 6-67	Adjusted Mean Score After Integration 6-68	MXY Gains*
1	0 - 5%	25.0	32.1	25.2
2	5 - 10%	20.1	25.9	24.7
3	10 - 30%	19.2	24.9	24.6
4	30 - 75%	16.3	20.1	22.4
5	75 - 100%	14.2	17.6	21.9

* MXY Gains represents the gains in achievement made between June 1967 and June 1968 with a correction factor inserted which rules out all factors that might affect the pre- and post-test scores, other than the percentage of integration.

Interpretation of Table II:

1. Among the five groups studied, the range of integration by percent of black students ranged from 0% to 100%.
2. The segregated white (0-5% black) classes started at a higher level of achievement and ended after one year at a higher level of achievement than the other four groups. However, the growth rate, as given in the MXY Gains column, was of the same magnitude as that of groups 2 and 3, the integrated groups.

3. There is no difference statistically between groups 2 and 3 and group 1 in terms of growth rate. That is, classes with a black membership of between 5% and 30% grow at a rate comparable to white classes with less than 5% black membership.
4. Segregated black classes, groups 4 and 5, start at a lower level of achievement and gain less than do integrated classes. There does not appear to be any difference in growth patterns between groups 4 and 5, even though the range of black students differs in the two groups. Apparently, when the percentage of black pupils in a class is over 30% black, the class tends to gain at the same rate as if the class were at or near 100% black.

SURVEY OF ATTITUDES OF PRINCIPALS, TEACHERS, PARENTS AND PUPILS

In order to determine aspects of the racial balance program other than the academic achievement of the pupils, a questionnaire survey of attitudes and opinions of persons involved in the program was made. Questionnaires were sent to all principals in the receiving schools and to a random sample of teachers who had bussed pupils in their classes and to pupils and their parents.

All survey questionnaires were, by direction, returned unsigned and there was no way to determine who responded or failed to respond.

A summary of the survey is contained in Table III.

Table III

SUMMARY OF SURVEY RESPONSES
INTEGRATION STUDY

	Number Sent	Number Returned	Percent Returned	Percent who think the bussing-integration program is educationally sound, demonstrated positive results, or is a good idea.
Principals	22	17	17	75
Teachers	22	20	91	85
Negro Parents	160	45	28	91
White Parents	264	161	61	71
Negro Students	160	41	26	76
White Students	264	165	63	71

A detailed analysis of the questionnaire survey follows. Also included in each classification are unedited comments of principals, teachers, parents and pupils as they appeared on the questionnaires returned.

PRINCIPAL SURVEY

Twenty-two principals of receiving schools were sent questionnaires. Seventeen, or 77% were returned. These principals responded as follows:

Percent of Non-White Pupils in School

Number of Schools	% of Non-White Pupils
4	less than 5%
8	5% to 10%
2	11% to 20%
1	21% tp 30%

Principals said school and pupil characteristics had changed after integration as follows:

Achievement:

6% higher or significantly higher

44% no change

50% somewhat lower or significantly lower

Intelligence:

0% higher or significantly higher

63% no change

37% somewhat lower or significantly lower

Incidence of discipline problems:

13% somewhat lower or significantly lower

13% no change

74% higher or significantly higher

Appearance of building and classroom:

0% better appearance or significantly better

56% no change

44% poorer or significantly poorer

Non-White students' attitude toward the new school environment:

44% seem to be satisfied or enthusiastic

23% no evident change

33% show a negative or rebellious attitude

Principals responded to the effect of integration upon the white student in their schools in terms of:

Achievement:

0% white students have shown gain or considerable gain in achievement

93% white students have remained the same in achievement level

7% white students have shown a considerable loss in achievement level

Social Behavior:

73% white students are getting along fairly well or extremely well with non-white students

27% there doesn't seem to be much change in social behavior because of the bussing and integration program

As educators, principals responded that integration of non-white pupils in their schools has demonstrated positive results as follows:

73% yes

27% no

Principals Commented as Follows:

"I should like to explain what seems a contradiction in answers. The level of achievement in the school seems to be lower, but this is not due primarily to the question of integration per se. The neighborhood is changing, particularly with a more educated group moving out and a lower socio-economic group moving in."

"Also, the bussed-in children, on the surface and as far as behavior goes, do not seem to be too unhappy."

"The purpose, I thought, was to raise the level of achievement of the Negro Children. I have found that some children are better than our own and many are the same as the children who belong in this area and they are people who need as much help as the children who are being bussed into the school."

"It is difficult to assess the results based on a small number of students."

"Some of the non-white students have been surly and seem negative in approach and general outlook. It seems to be a matter of individual differences in attitudes. Of course, 7th and 8th grade is too late to begin bussing or integrating. Adolescent pupils have quite strongly established habits and attitudes before they come to a new school."

"Approximately 12 new pupils were put into each 7th and 8th grade last year. Most of them came with all failing marks and with low achievement levels. Those who came with good marks found they had to work much harder. Not many new friendships were made - and most of these pupils formed a group within each class."

"However, about half of these pupils who are here this year are now assimilated and have made some friends."

"This year when bus pupils had been screened so that they were about the same achievement level, the school has been able to function approximately the same as before bussing."

"Last year, children at 3rd grade level of achievement who were defiant and disturbed caused so much trouble that lessons could not be taught as before. They set a poor example of non-whites. The bus children this year have come ready to learn and to behave."

"The conclusion I draw is that integration should start at an earlier age before wrong attitudes have been established; and that pupils should be at about the same achievement level so that they can work together harmoniously."

TEACHER SURVEY

Of the 22 sent out, twenty surveys or 91% were returned. They responded on their non-white class membership as follows:

Number of Teachers	Non-White Class Membership
4	less than 5%
8	5% to 10%
4	11% to 20 %
2	21% to 30%
1	31% to 40%
1	over 40%

Characteristics of the class after integration are considered by the teachers as follows:

Achievement:

6% higher or significantly
63% no change
31% somewhat lower or significantly lower

Intelligence:

0% higher or significantly higher
94% no change
6% somewhat lower or significantly lower

Incidence of discipline problems:

29% somewhat lower or significantly lower
24% no change
47% higher or significantly higher

Appearance of buildings and classrooms:

6% better or much better
63% no change
31% somewhat poorer or significantly poorer

Non-white students' attitude toward new school environment:

56% seem satisfied or enthusiastic

19% no change

25% negative or rebellious attitude

Teachers responded to the effect bussed pupils have upon the white students in their classes in terms of:

Achievement:

0% white students have shown some gain or considerable gain in achievement level

100% white students have remained the same in achievement level

0% white students have shown a considerable loss in achievement level

Social Behavior:

70% white students are getting along fairly well or extremely well with non-white students

15% there doesn't seem to be much change in social behavior because of the bussing and integration program

15% white students show indifference or are definitely not getting along with non-white students

As educators, teachers felt that integration of non-white pupils in their schools has demonstrated positive results as follows:

85% yes

15% no

<u>Teachers Commented as Follows</u>:

"It seems to me that our results would be more satisfactory if it were possible to screen out both white and non-white pupils suffering from severe emotional disturbances. We would be able to accomplish so very much more. The whole program would then be a pleasant experience for all concerned. Some non-white children are delightful to have in the classroom and are always accepted by everyone."

"It is unfortunate that one or two tend to spoil a very favorable learning climate and give support to arguments against integration."

"Non-white students do not get along with other non-white students. I have encountered few instances of white and non-white friction. The majority of the problems lie in the realm of non-white --- non-white relationships."

"The program would be more effective scholastically and socially if begun in the early grades."

"Children's attitudes toward one another are good but to my knowledge contact does not extend outside of school - possibly due to distances - or parental pressures."

"Since our bussed children this year are for the most part very good, discipline and interest in school have remained the same."

"In our school, I think the program is effective and worth continuing."

"This is an unfair analysis for an educator. In many instances the child came with a lower rating and therefore needed far greater help than one could allow, therefore, all children lost in such instances."

"Where children were chosen from nearly the same levels in own school, there was much gained by all children."

"It is surprising how quickly young children adjust to each other if the teacher makes the child feel welcome."

"The answer is yes, if the aim was to raise the level of achievement of the non-white children. However, my experience with four students last year showed the extremely low achievement in every area because of their lack of background --- basic concepts, understandings, and skills. Through working with them independently, a few did show much growth. However, they realized they lacked more basic ideas than any of the schools slowest white children during the normal procedures. The children who are ready for new work and progress cannot be held back to wait for these few to grasp the early primary concepts. They need much remedial reading and mathematics concepts and skills."

PARENT SURVEY

Parents of Negro Children

Of 160 surveys sent to parents of Negro children, 45 or 28% of the surveys were returned. All parents had children in fifth, sixth, seventh or eighth grade.

Asked their opinion of the bussing program, these parents in the Inner City responded in the following areas:

Child's interest in school:

60% improved or greatly improved
31% stayed the same
9% declined or declined a great deal

Child's behavior in school:

49% improved or greatly improved
38% stayed the same
13% declined or declined a great deal

Child's attitude toward the white pupils:

73% have a satisfactory or enthusiastic attitude
20% no change
7% have a negative or rebellious attitude

Child's school achievement:

54% improved or greatly improved
30% stayed the same
16% declined or declined a great deal

Child's attitude toward bussing program:

67% favorable or very favorable
13% neutral
20% unfavorable or very unfavorable

When asked if they felt the bussing and integration programs were educationally sound, Negro parents responded:

91% yes
9% no

Parental response as to whether or not they wished their children to continue in classes in their present school was:

78% yes
22% no

Negro Parents Commented as Follows:

"My children have learned more about the city since they were bussed. Know how to go to different places and so far, I have not had any complaint in the school about my children, and the teachers get along fine, since both of them in this school are in the 90 bracket. They get along with the white children very fine in school and after."

"My children who are bussed like the idea, now that it has continued this long. I want it continued. They have made many white friends and they like their principal and teachers, all but one. The white kids have learned there is no difference in children of all races and have accepted that fact. I have been there to visit, and such warm reception I never received at an all Negro school. Thanks again for the bussing program."

"Until my children were bussed their interest in school was enthusiastic. Opening of school was anxiously awaited during summer vacation. Now it is different. They have to be coaxed to get up and get to school on time. I sincerely feel after several visits to the school, that the children are not treated properly. Rather than bussing, I think the money should be used to provide adequate schools in their neighborhood."

"I am very pleased the way my daughter has improved in all of her subjects. The integration program is wonderful. I wish all the schools were integrated, because we still have a long way to go."

"To me it doesn't make sense for my child to go 15 or 20 miles when he or she could go nearest to their home, and I don't approve of it and will not bus my child."

"My child has made a great improvement in school. I am very pleased with his school. I have been out to visit his teachers; they are very nice I think."

"I think bussing is a very good idea. There should be more bussing, mainly when they are in 5, 6, 7 grades. My child's attitudes were very good in every way; so were her marks. Any they still are very good."

Parents of White Children

Of 264 surveys sent to parents of white children, 161 or 61% were returned. These parents had children in the fifth, sixth, seventh or eighth grade. Ninety-four percent had children in classrooms with less than eleven black children.

Parents responded to changes that have taken place in their children as follows:

Child's interest in school:

11% improved or greatly improved
86% stayed the same
3% declined or declined a great deal

Child's behavior in school:

6% improved or greatly improved
90% stayed the same
4% declined or declined a great deal

Child's behavior toward bussed pupils

56% favorable or very favorable
37% don't know
7% unfavorable or very unfavorable

Child's school achievement:

15% improved or greatly improved
80% stayed the same
5% declined or declined a great deal

Asked if they considered having bussed children in their child's classroom educationally sound, white parents responded:

71% yes
29% no

Asked if they wished their child to continue in classes with bussed children, they responded:

79% yes
21% no

White Parents Commented as Follows:

"I believe in racial equality and if other people want their children bussed to the school where my children go, I want my children to accept them as they would anybody else."

"I have four daughters attending 72, and thus far have not heard one complaint against the bussed children. Maybe if we all got along as well as the children do, this would be a better world."

"I feel that integration should begin in the lower grades so that all children have the same educational background. Bringing non-white pupils into the upper grades causes many disruptions, and unless the white child is fortunately bright, he will be held back in his work while non-white children catch up. Unfortunately, these children present behavior problems that might not be as bad if they had observed proper discipline while younger. Their dislike and distrust of the white children is very noticeable, probably because their feelings are set by the time they've reached this age."

"I feel this is beneficial since the child will accept a racial different as an equal, and this concept will be likely to continue throughout life. Therefore, although this may not be a cure all to tensions, it will alienate some problems we now face. In addition, to know someone different than ourselves, helps us to see them as individuals, not as groups through a person-to-person relationship."

"Being a member of the minority group, I am for what will best serve humanity; so what is better than people of all colors, creed and religion being exposed to each other's culture, hopefully leading to understanding and living in peace with your fellowmen."

"I see no great difference in my child's attitude or work since attending school with non-white pupils, but believe it will teach white students tolerance and understanding if they spend their school hours with non-white students, as well as white. This system will be very beneficial to both races."

"It is a great injustice to the bussed non-white child in forcing him to commute 2 or 3 miles out of his neighborhood in order to appease a minority militant pressure group. This does not represent the wishes or desires of either the non-white parent or the white parent. It can only aggrevate racial tensions."

"It is necessary for students to have a well-rounded quality integrated classroom. Children should be exposed to all types of races, creeds, colors, so that they are able to develop into mature adults capable of adjusting to a realistic society in the adult world. Integration should, however, be started at the primary or kindergarten level, as this is the time children are least prejudice and most receptive to learning. Also parent seminars, community education, programs such as the opening of public school for adult activities, and family activity of an interest to the entire family is necessary to promote understanding of one another. To date there has been such a separation of black and white students and families, that the school must portray the part of a cultural center allowing both cultures to adjust and learn from one another."

"Children should attend school in their own community. In case of emergency, many parents would find it a hardship to go and get this child."

"It doesn't bother me one way or another. After all, these children have a right to an education no matter where it may be."

"No complaints re: bussing of children to this school, but would not want my children bussed out of this area. Have purchased property in area principally because of nearness to schools."

"Give the bussed-in pupils the same education as the white pupils, but do keep the children in their own area."

"In adult life we meet people from all walks of life. People tend to like and approve all situations that are familiar to them. My son's life has been enriched at an early age through the meeting and understanding of people from different backgrounds."

STUDENT SURVEY

Negro Students

Of the 160 forms sent to inner city students, 41 or 26% were returned. Eighty-one percent of the returns were from seventh and eighth grade students. They gave their opinion as follows:

Interest in school:

65% improved or greatly improved
28% stayed the same
7% declined or declined a great deal

Behavior in school:

49% improved or greatly improved
34% stayed the same
17% declined or declined a great deal

Attitude toward white student:

97% good or very good
3% poor or very poor

School achievement:

56% improved or greatly improved
24% stayed the same
20% declined or declined a great deal

Attitude toward the bussing and integration program:

79% good or very good
21% poor or very poor

Negro students feel that the bussing and integration program is a good idea as follows:

76% yes
24% no

Negro students wish to continue in their present receiving schools in this way:

73% yes
27% no

Negro Students Commented as Follows:

"I, _____, as a student of School _____, think that if the whites and the blacks will ever reunite, it will be by the process of the school children grouping up together, and by the bussing program. This brings whites and blacks together starting this process."

"I get along very well at my school. My teachers are understanding. Sometimes there is a problem, but not too great that can't be ironed by our principal or our teachers. I want to continue the school I now attend until I graduate from the eighth grade. My mother didn't like the idea at first, but she does now and thinks it should be continued just like I do. Thank you, for this opportunity to attend the white school #80 and thank them for accepting me the way they did."

"I don't think color should be talked about so much by classroom teachers."

"Being bussed is good for furthering my education. It also helped up my marks."

"Please keep us in the school. I like the idea, I have many friends, and the teachers and principal are ideal. Any problem there is can be ironed out okay. Thank you for this opportunity to be bussed."

"Well for one think there are more schools closer to my house that I would like to go to. It is not that I don't like white people, I like them just as like they were my color."

"It is a better idea, and you learn more. We have all kinds of hops, plays, clubs on Thursdays, free homework periods. I didn't have this at the other schools."

"I think that children like us that are being bussed out should stay where we belong, because we learn just the same out there as we learn here in school around us. Plus I feel that it is unreasonable to wait out in the cold weather for 30 minutes when we could be in school. Also out there there are no recreation areas such as swimming pools, more Home Economics rooms, larger gyms and after school dancing."

"I like the school very well. And would like to say that it is better than an all negro school. Some of the white students treat me as he or she would treat a white student. I get along with the white very well and they get along with me very well also."

White Students

Of the 264 survey forms sent to white students, 165 or 63% were returned. Ninety-four percent of the students are in classrooms whose enrollment includes less than eleven non-white students.

The students responded to the change since bussed children have come to their classes as follows:

Interest in school:

17% improved or greatly improved
80% stayed the same
3% declined or declined a great deal

Behavior in school:

16% improved or greatly improved
81% stayed the same
3% declined or decline a great deal

Attitude toward bussed pupils:

96% good or very good
4% poor or very poor

School achievement:

25% improved or greatly improved
70% stayed the same
5% declined or declined a great deal

Asked if they felt having bussed pupils in the classroom is a good idea, the white students responded:

71% yes
29% no

They answer as follows to whether they wished to continue in classes with bussed children:

79% yes
21% no

White Students Commented as Follows:

"Some of my best friends are bus girls. They are polite and like to learn. I hope the city keeps up the good work and likes the program as much as I do."

"At first, I suppose, the white kids felt uneasy when around the Negro kids, and vice versa. After a while we developed special friendships and began to understand each other well. I guesswith so many problems of racism, we felt obligated to get to know each other well, so we could make a judgement for ourselves if there was any reason for racism itself."

"I think they should have a school by their homes somewhere so they would not have to take a bus back and forth to school."

"I think that the bussed people should remain under any circumstances and should be fair treated like any other child. One of the bussed children is my best friend and very smart."

"Having non-white kids in my class doesn't bother me in the least."

"I think the bussed-in pupils should have a better attitude towards the teachers."

"I feel that all schools should be integrated to make better communities for the future. Working, going to school with children of different race, color or religion should be done. We should all work together and try to make our city a better one by helping each other. I enjoy having other people of another color around me. I do not judge the color of a person but just by their personality. I have many colored friends in school (and they are the nicest friends I have ever had)."

"The bus kids are okay. I haven't got anything against them. Some of them are a little wild but not that bad. I don't really care one way or the other. I think they liven up the class a little. Some of the bus kids are real nice and I like them a lot, but some of the others I don't like much. I don't like some of the white kids either."

"They learn things from us and we learn things from them."

"There is nothing wrong with going through school with bussed children no matter what color they are. We are all God's children."

"I have learned that I could get along better with the core area children."

"Most of the bussed kids at our school get along very well with the other kids, in fact, we are mostly good friends with them."

"I get along very well with the colored students, and I don't see any reason why they shouldn't be in my rooms."

"I like them very much, but I don't think they should have to be bussed, but instead live where they want to so they don't have to be bussed in."

"Just because these children are a different color doesn't mean they aren't as good as we are. I myself got along with them very well. I think they are all very nice once you get to know them. I know how hard it must be for them to adjust to being in a classroom with mostly all white children, but they are nice to have in the same room as I. What right have people to judge another person by the color of their skin and not by their personality?"

"I really don't mind as long as there is no trouble."